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National Library Service for the Blind and Physically Handicapped
Library of Congress, Washington, D.C. 20542

UPDATE

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Mississippi RL

Volunteers Start Recording Books

Three years ago the volunteer book recording program of the Mississippi Library Commission, Service for the Handicapped dissolved. By March of 1979, Service for the Handicapped had an entirely new professional staff that agreed there was a strong need for locally produced materials, especially books by Mississippi authors, and additional books of a religious nature. Admittedly the new staff knew nothing about volunteers or recording but was determined to learn and to develop a strong volunteer program.

Here is how the staff proceeded. Two professional staff members attended a three day leadership workshop conducted by the National Information Center on Volunteerism, where they gained a good basic background in the dos and don'ts of dealing with volunteers. The staff also attended meetings conducted by the Governor's Office of Volunteer Services where other groups who worked with volunteers met to exchange ideas. JoEllen Ostendorf, Head of the Mississippi regional library, calls that their working-up-courage-to-begin period.

In June, armed with volunteer job descriptions and contracts, Service for the Handicapped began distributing Public Service Announcements to local radio stations. The response was overwhelming. "We couldn't believe it," says Ms. Ostendorf. "Everything they said at the volunteer training workshops was coming true! We found, however, that we had traded one set of problems for another."

With no recording booth and only a basic cassette player to record on, problems of turning out a quality cassette recording seemed almost insurmountable to the Mississippi staff. "We were always on the phone to Bill West at NLS, who encouraged us when we were down," says Janelle Ramsey, Assistant Head of Service for the Handicapped. "Our lowest point was when every cassette in the first batch turned in had to be redone. Even the volunteers were down then. We are now making it clear to our volunteers that they will probably have to redo nearly everything they turn in at the beginning."

As a part of their training, all volunteers are required to attend an orientation session that includes a slide presentation on

ORIENTATION SESSION—Use of duplicating equipment is demonstrated to Mississippi library volunteers as part of their orientation session.

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the services available through the library and a tour of facilities. "The orientation session is essential in showing our volunteers how they are contributing to our whole program. They also get a chance to meet each other and share their problems," says Ms. Ostendorf. "Our first orientation was extremely successful. The editor of *Jackson Magazine* attended and is writing an article on our volunteer-recording program for the Christmas issue."

Another volunteer attending the orientation session took the information back to his church, which has now agreed to purchase a recording booth for the library. This has led to a Friends of Handicapped Readers group whose first project will be to raise money for open-reel recording equipment.

"We have learned the importance of good basic groundwork and a need to keep in sight a definite idea of what we want our program to be," says Ms. Ostendorf. "As long as there are people who care, one step and one contact will lead to another."

Mississippi's volunteer recording program is not yet considered a total success by Service for the Handicapped, but in less than six months a core of volunteer narrators has been formed, funds have been obtained to purchase a recording booth, and local interest has demonstrated the support necessary to keep the program in operation.

WORKING LUNCH—Janelle Ramsey, right, Assistant Head of Service for the Handicapped in Mississippi, emphasizes a point on book narration to Nell Greer, left, and Laura Holland at a brown bag lunch for volunteers.

Audio Art

Acoustical Requirements

An acoustical environment used to produce audio-book master recordings must meet the following requirements:

- The loudness of external sounds must be reduced below audible level.
- Any sound generated inside, other than the narrator's voice, must be below audible range.
- A balance of internal acoustics suitable for voice recording must be demonstrated.
- Adequate air of comfortable temperature must be continuously moved in and out of the room to insure human comfort. The exchange of air, however, cannot produce sound above the audible range.
- Lighting must be appropriate for the narrator's visual comfort.
- Furniture must be appropriate to both the task of narrating and narrator comfort.
- An easy means of egress and regress is required.
- An efficient means of communication between the narrator and monitor is required.

It is usually best to install prefabricated sound reduction booths. This approach simplifies several matters.

One large room with adequate air exchange for the entire area is less costly than air exchange systems for several small rooms, since each prefabricated sound-reduction booth contains its own air exchange and air turbulence noise reduction system. With this approach, it is necessary only to control the environment of the one large room rather than the environment of several small rooms.

The large room, or mother room as it is sometimes called, should still be designed to enhance acoustic performance. The lower the level of reflected sound within the mother room, the better the performance of each booth.

It is critical to allow adequate floor area in the original design so that no booth is too close to another or to a wall of the mother room. Adequate space between each booth should also be allowed for the installation of sound deflection screens should any unusual acoustic problems arise. Space should also be allowed outside each booth for the monitor and essential master recording equipment.

Essex Chapter Holds Workshop

The Essex Chapter House of American Red Cross (ARC) in East Orange, New Jersey, held a braille workshop October 4. More than one hundred braillists from New Jersey attended the morning session led by Maxine Dorf, Head of NLS Volunteer Training Section and Jane Bente, Director of Services to the Blind of the Essex Chapter.

Luncheon for 140 braillists and bindery volunteers followed—the largest group ever entertained for luncheon at the Chapter House. The afternoon program featured presentation by Mrs. Dorf of an award from the Library of Congress to the Department for Services to the Blind of the Essex Chapter for its outstanding performance in the production of braille books.

Awards were also presented to fourteen braillists and bindery volunteers with a total of 190 years service.

Edna Roberts of the New Jersey Commission for the Blind and Visually Impaired spoke after luncheon on the techniques she employed during more than ten years teaching daily living skills to blind and visually impaired individuals.

BRAILLE WORKSHOP—Jane Bente, standing, and Maxine Dorf, left, lead the morning session of a braille workshop at the Essex Chapter House of the American Red Cross in East Orange, New Jersey.

Questions on Braille Exercises

The July-August 1979 issue of *Update* contained questions and responses related to some of the exercises found in our *Instruction Manual for Braille Transcribing*. The following inquiries pertain to Exercises 16-18.

Exercise 16

Q. How are the notes in *The Classic Myths* numbered?

A. They are not numbered. The first note appears at the end of the first paragraph. This is indicated by an asterisk and the note is shown in the prescribed way—that is, asterisk beginning in cell 7 followed by the note and with runovers in cell 5. The two remaining notes refer to the second paragraph. They are not numbered because the last one is inserted in brackets at the point of reference.

Q. Since there is not enough space on the line for the asterisk following *The Golden Ass,* must one word of the title be carried to the following line, or may the asterisk begin the line?

A. The asterisk need not be on the same line with the word or words to which it refers.

Q. How is the name *Beycesultan* in *From the Silent Earth* divided?

A. We have been unable to find the name in any of our reference tools. We are, however, accepting only the division Beyce-sultan.

Q. Is it a misprint that the word "meaning" following *Ja-sa-sa-ra-me* is shown in italics?

A. Yes.

Exercise 17

Q. Are the names *Elizabeth* and *Kotick* in the dedication shown in italics?

A. Yes. They are in different type in the print.

Q. Should the contents page precede the introduction?

A. Yes, according to Section 15B of the official code, which says: "The contents page should follow the title page unless there is a dedication or acknowledgment."

Q. Should the centered heading "Introduction" be double capped?

A. Yes. The type is different and this should be shown through capitalization.

Q. Where is the short poem placed, and should it be listed in the contents?

A. It should be centered vertically on Roman numeral vi and written as poetry. It cannot be listed since it has no title. The title page is considered i, the dedication is ii, the contents is iii, the introduction is iv and v, and the poem is vi.
Note: Remember that the apostrophe precedes the capital sign in the title *Sauce for the 'Goose.*

Exercise 18

Q. Is the contraction used in the title of the poem?

A. Yes.

Q. In the cast of the play, how is the material in braces handled?

A. It is displayed linearly; thus, Gar O'Donnell (Public), Gar O'Donnell (Private)—Son of the house (the runover is in cell 3), and Ned, Tom, Joe—The boys.

BBA Begins Producing Braille

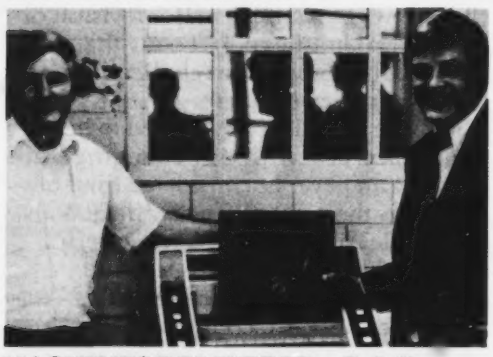
The Baltimore Braille Association (BBA), located in the Maryland Penitentiary, is the most recent volunteer group producing braille books for the National Library Service for the Blind and Physically Handicapped (NLS).

BBA was established through the cooperation of Bob Kost, head of Production at NLS; Steve Burton, Velo-Bind Corporation; Pete Harper, Telephone Pioneers; Marty Salisbury, Staff Coordinator of Mensa Friends; members of Mensa Friends Tape Recording Studios; James P. Tinney III, Superintendent of the Maryland Correctional Institution,

Hagerstown; and George H. Collins, Warden, Maryland Penitentiary.

Baltimore Braille Association members also plan to produce large-print books, duplicate recorded material, and read and record material on a limited basis on request.

The group is involved in producing and developing educational material for retarded and slow learning students in public and private schools, working with instructors and parents and is working closely with various organizations to develop materials for aging and homebound individuals.



MACHINES DELIVERED—Bob Kost, left, and Steve Burton, Velo-Bind representative, shown with a binding machine just delivered to the new Baltimore Braille Association in the Maryland Penitentiary.

NBA Meeting

The spring regional meeting of the National Braille Association will be held in Minneapolis, Minnesota, April 29 to May 1 with headquarters at the Curtis Hotel.

For details on workshops, registration, and hotel rates, contact the National Braille Association, Inc., 654A Godwin Avenue, Midland Park, New Jersey 07432.

Barbara Tate: Braille Authority

Barbara Tate, a leading authority on the *Code of Braille Textbook Formats and Techniques*, answers questions related to textbook transcribing on a volunteer basis by telephone and correspondence. This is the story of her life as a volunteer.

My first contact with braille came at age eleven in Memphis, Tennessee. Major contributors to a fund drive held to provide facilities for blind children in the area were to receive hand-embossed braille thank-you notes and my Junior Red Cross club got the assignment of producing them on slate and stylus in Grade I braille. It certainly was a challenge learning the alphabet backwards. (When the braille slate is used, the embossing appears on the under-side of the paper, therefore, the writing must be done from right to left; when the page is turned over, it can be read from left to right.) Those of us who persevered to learn it backward *and* forward soon had a secret message system that made our Orphan Annie code-button friends green with envy.

In later school years, the severe vision problems first of a younger sister and then of my father made me acutely aware of the many difficulties faced by the visually impaired. However, I did not get actively involved in related volunteer work until the Junior League of Pittsfield, Massachusetts, undertook the establishment of a Recording for the Blind unit in nearby Lenox. I promptly signed up for a preliminary voice test but was unpleasantly surprised when I solidly flunked it because of a decided Southern accent. My volunteer efforts for the next few years were directed towards clerical and administrative matters.

READEX FICHE

Shortly after our family moved to Erie, Pennsylvania, I learned that the Junior League here was forming a volunteer braille program to serve local blind students. Prospective braillists were forewarned not to expect rapid progress in the transcription course; however, I got a pleasant surprise at the very first class. After all those years, the braille alphabet (except for the letters "q" and "z") had somehow stuck fast in my memory. With a head start like that, it's no wonder that my faster progress was the envy of my classmates.

Thanks to patient, thorough instruction, first in the classroom and later by Maxine Dorf and her competent staff of proofreaders, my manuscript for certification was successfully completed about a year later. By way of recognition, I was given a membership in the National Braille Association (NBA) and shortly afterward attended by first NBA meeting. There my interest in volunteer work on behalf of the visually impaired was broadened and my braille skills were sharpened. When the Junior League of Erie's Volunteer Braille Program was formally organized, I became its first chairman and braille instructor.

In the twelve years since, one thing has led to another. I became a regular participant at NBA meetings and workshops, as they provided good contacts with other volunteers as well as professionals in the field. These contacts were necessary as Erie students' textbook needs had grown to include secondary mathematics, science, music, and foreign language.

At a memorable week-long NBA seminar in Rochester, New York, I was introduced to the basics of Nemeth Code transcription. Except for one short and painful attempt at transcribing chords for a beginning guitarist, I have wisely steered clear of braille music.

Since election to NBA's Board of Directors in 1972 and appointment as its chairman of Textbook Format Braille, this form of transcription has received my full attention. Experience gained from conducting workshops regularly and assisting transcribers via ongoing correspondence was to prove invaluable when the former American Association of Workers for the Blind-Association for the Education of the Visually Handicapped-NBA Braille Authority asked me to serve on its Textbook Format Advisory Committee charged with making a major revision of that official braille code. To say that our work on that project was challenging would be understatement.

Because a braille code devised to help transcribers deal with ever-changing print formats can never be considered final or complete, the newly formed official body, the Braille Authority of North America (BANA), has wisely set up technical committees in each of the specialties. As a member of BANA's Technical Committee on Textbook Format, I look forward to its work of providing good solutions to today's problems.

Large-Print Music Tip

Look at your large-print music master through an ordinary magnifying glass to see how it will look when enlarged. You will be able to see mismatched lines, smudges, uneven writing, and supposedly solid lines that are not really solid. After the final enlargement, the staff will be one inch high; so magnify the music to that size to determine its final appearance.

Volunteers Master New Skills

During the months of October and November 1979, certificates of proficiency in braille transcribing were awarded to fifty-four persons. One braillist achieved the even higher goal of certification in braille music transcribing.

BRAILLE TRANSCRIBERS

California

Cheryl M. Baumgartner, Moraga
Christina Carroll, Laguna Beach
Sherry Gandee, Ontario
Judith T. Jordan, Navato
Donald E. Pack, Pinole
Cleo Swackhamer, Santa Barbara
Shirley B. Veigel, Santa Clara
Janis S. Young, Cerritos

Connecticut

Jane H. Crawford, Trumbull

Florida

Cecelia T. Clow, Ormond Beach
Sara C. Holbrook, Jacksonville
Geary I. Whitmire, Jacksonville
Judyefaye Teetz, South Orange Park

Illinois

Grace Glicken, Chicago
Jeannette Marchand, Champaign

Indiana

Rebecca Epperson, Clarksville

Massachusetts

Marjorie Field, Holden

Michigan

Mildred C. Hanson, Grosse Pointe Woods
Joyce D. Holderness, Grosse Pointe Woods
Kate Prevost, Troy
Karen Verschaeve, Harper Woods
Virginia M. Verschaeve, Detroit
Jean M. Whitney, Birmingham

New Hampshire

Barbara H. Hall, Orford
Julia A. O'Hara, Lyme

New Jersey

Christine Rocco, Madison

New York

Margaret M. Adams, Rochester
Janice F. Corwen, Manhasset
Ramona Ingham, Guilford
Linda Kowalski, Rochester
Sharon A. Kron, Hilton
Nancy M. Yeakey, Big Flats

North Carolina

Margaret M. Baker, Asheville
Sarah B. Boothroyd, Asheville
Madeline B. Brooks, Winston-Salem
Helen K. Hickling, Fletcher
Dorothy Hyde, Candler
Mary H. Johnson, Asheville
Patricia A. Salks, Asheville

Ohio

Sister M. Denise Macko, Akron
Annabelle H. Moore, Akron
Nell Rimmel, Rocky River
Maxine E. Walton, Barberton
Kay L. Weprin, Toledo

Pennsylvania

Mary Lorber, Philadelphia
Geraldine L. Neirotti, Levittown
Lois Y. Scott, Pittsburgh

Texas

Mary Bishop, Houston
Sandra S. Jones, Splendora
Laura R. Kornegay, Cleveland

Washington

Beth B. Eiman, Sequim

Wisconsin

Jane E. Wessels, Madison

Wyoming

Lois H. Cash, Kaycee

Japan

Setsuko Hattori, Tokyo

MUSIC TRANSCRIBER

Virginia R. Daniels, Chipita Park, Colorado

NLS Honors Pioneers for 20 Years' Service

Telephone Pioneers of America has been commended for twenty years volunteer service to the National Library Service for the Blind and Physically Handicapped (NLS).

Presentation of a certificate was made October 2 at the Diplomat Hotel, Hollywood, Florida, during the annual meeting of Pioneer representatives.

Mary Jack Wintle, NLS Assistant Director, addressed the assembly expressing appreciation for the continuing dedication of the Telephone Pioneers in maintaining talking-book machines.

Currently more than 3,000 Telephone Pioneers nationally are involved in maintaining talking-book machines for users of the talking-book program of the Library of Congress.

NLS EXPRESSES APPRECIATION— Mary Jack Wintle, NLS Assistant Director, praises Pioneers for talking-book machine repair.

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Update

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National Library Service
for the Blind and Physically Handicapped

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Update wants articles, photos

Update welcomes articles and photos concerning network library and volunteer agency activities. Articles should be double spaced and typed within a three and three-quarter inch wide column.

If you have an article or an idea for an article and would like to discuss it with the editor, call Norma Walker at 800-424-8567. Articles and photos should be submitted to Editor, *Update*, NLS, Library of Congress, Washington, D.C. 20542.

Braille instruction decentralization

In the past year, the NLS Volunteer Training Section (VTS) has concentrated on encouraging local instruction in literary braille transcribing. Community instruction is not new—it has been in effective use for years in some parts of the country. The effort to decentralize and eliminate some instruction through correspondence with NLS has freed valuable staff time for work on the specialized codes for music and mathematics.

The revised application form now inserted in the braille instruction manual gives NLS staff needed information to determine which method of instruction is best for the student.

Correspondence instruction in literary braille will continue to be offered by NLS. Individuals requesting the braille transcribing course, however, will be encouraged to take advantage of personal local instruction to enhance interaction between teacher and student and curtail the delay of mailing lessons back and forth to Washington.

Teachers with certification in braille transcribing are now being provided with brailled copies of the exercise material to aid them in evaluating work. When questions arise that cannot be resolved, teachers can use the toll-free line, 800-424-8567, to ask for assistance from VTS. Teachers should give their names, telephone numbers, and a brief purpose statement—e.g., question about braille lessons—to the NLS operator, and a VTS staff member will return the call as soon as possible.

Instructional texts for braille transcribing are still provided by NLS, and all test transcriptions must be evaluated by NLS staff before certification is awarded.

In the coming year additional steps will be taken to aid teachers in individual or classroom instruction. NLS staff members are also exploring other ideas that should help both teachers and students.

Volunteer use study underway

NLS awarded a one-year contract to Applied Management Sciences (AMS) in September 1979, to study use of volunteers by NLS and cooperating network libraries. The report, due in the fall of 1980, will recommend effective ways to use volunteers in all aspects of the program. AMS will also compare current volunteer programs with those proposed in the American Library Association's *Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped.*

Project Director Edwin Dowlin and Senior Project Analyst Ronald Linehan have visited libraries in Lansing; Phoenix; Los Angeles; Trenton; Montgomery, Alabama; Washington, D.C.; and Rock-

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ville, Maryland, to learn about current programs. A survey will be sent to all network libraries.

The study will result in a list of all activities currently performed by volunteers, and an analysis telling which tasks are the most appropriate for volunteers to perform. The analysis will deal with topics such as amount of money saved through the volunteer effort, quality of products or services, degree of responsiveness to schedules, value of public relations, managerial control required over volunteers, and administrative resources needed to support volunteer programs.

Any written material concerning local volunteer programs is welcomed by NLS and will be forwarded to AMS for their information and review.

Such information, or any questions about the study, should be directed to the NLS project monitor, Karen Renninger, Assistant for Network Support.

Large-print music instruction manual

Large-Print Music: An Instruction Manual is now available to individuals and groups interested in preparing large-print music masters for the Library of Congress. For a free copy write to: Music Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542.

Telephone Pioneers

Certificates honor 20 years' service

NLS has prepared certificates for Telephone Pioneers involved in the Talking-Book Machine Repair Program. Certificates have been sent to network agencies for presentation to local Pioneers during National Volunteer Week, April 20–26.

April 1980 marks completion of twenty years of Telephone Pioneer service in the Talking-Book Machine Repair Program. The certificates express appreciation to this special group of dedicated volunteers who provide an invaluable service benefiting thousands of talking-book users.

The NLS goal is to recognize all Pioneers participating in the repair program. Any Pioneer eligible for a certificate who does not receive one should contact the NLS Volunteer Utilization Section.

Braille student, instructor dialogue

A braille instructor must be prepared to respond to inquiries of all types about braille. Often many questions are not dealt with specifically in the official code and a solution must be reached by examining more than one section or rule. The following dialogue between student and teacher may be helpful.

Student: Why is the capital sign omitted in the word **braille** when the system of reading and writing was named for Louis Braille?

Instructor: **Braille** and its variant forms of **brailled** and **brailling** are shown in the dictionary with a capital "B"; however, when giving the word the short form of *brl*, the capital sign was also dropped. (See Rule XVI of the official code.) NLS also uses the word uncapitalized in print as dictated by the *U.S. Government Printing Office Style Manual* and *A Manual of Style* by the University of Chicago Press.

Student: When the author chooses to use single quotation marks where double quotation marks are normally used and vice versa, why do we not follow print practice in braille?

Instructor: A set of single quotation marks (two-cell signs) takes four cells as opposed to two required for a set of double quotation marks. Some British authors use the single quotation marks throughout a novel for direct quotes, and this practice results in the use of considerably more space throughout a volume of braille.

Student: If capitalization carries through a hyphen in a compound word such as SELF-IMPOSED, why is this not true in a spelled word like S-T-O-P?

Instructor: A single letter, meaning a letter and not a word, can never be preceded by a double capital sign.

Student: Since the apostrophe represents a missing letter in an elision like 'Twas,

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why must the apostrophe precede the capital sign?

Instructor: There is only one instance in which the capital sign is not adjacent to the letter affected and that is when the letter must be preceded by an accent mark; example, Étude.

Student: When a mixed number such as 1½ is joined to a whole number by a hyphen as in 1½-2, it would appear that, according to rule, the number sign should not be repeated. Is this correct?

Instructor: Your reasoning is logical; however, in such an instance you have a whole number following a fraction. In code Section 28i, **intervals of time,** the number sign must be repeated after the hyphen when hours follow minutes as in 6:45–7:15. The number sign must also be repeated when a whole number follows a fraction.

Student: Is the **ea** contraction used in **Tennesseean**?

Instructor: No. Compare it with the name **Sheean** shown as an example in Section 34b5.

Volunteers = greatest natural resource

"Volunteers: Our Greatest Natural Resource" is this year's slogan for National Volunteer Week, April 20–26.

Kits containing suggestions for publicizing and celebrating the week are available for $8.95 from: VOLUNTEER: The National Center for Citizen Involvement, 1214 Sixteenth Street, N.W., Washington, D.C. 20036 or P.O. Box 4179, Boulder, Colorado 80302.

Pioneer pin now available

Wisconsin Chapter No. 4, Milwaukee Council of the Telephone Pioneers of America, has designed and is making available nationally a pin for Telephone Pioneers who have worked in the talking-book repair program for two years or have repaired twenty-five machines.

Lyal R. Lauersdorf, Talking-Book Machine Coordinator at the Wisconsin chapter says, "For several years I have been concerned about some form of recognition for our faithful volunteer repairmen.... The greatest thanks comes from the patrons but the recognition pin will now also serve this purpose."

Lauersdorf also considers the pin a conversation piece to help Pioneers talk about the program and spread information to those who may be eligible.

The pins have holders for tie-tack and lapel use. Cost is $2.25 including postage and handling. Checks or money orders should be sent to: Telephone Pioneers of America, Dennis Kaluzny, 19th Floor, 633 West Wisconsin Avenue, Milwaukee, Wisconsin 53203.

Telephone pioneer pin—Available from the Wisconsin Chapter No. 4, Milwaukee Council of the Telephone Pioneers of America.

Audio Art

Acoustic clarity in audio books

Acoustic clarity is to an audio book what visual clarity is to a picture window.

Acoustic clarity is the quality and degree of clearness of a narrator's voice on a sound track. It must be achieved in the master recording or it will not be present in copies. Acoustic clarity depends on three factors in the recording process:

1. The distance between the narrator and the microphone—determined by the narra-

tor's vocal characteristics and room acoustics.

2. The loudness of the narrator's voice.

3. The recording level—determined by test procedures.

It is assumed narration is performed in a suitable environment, good recording equipment and tape are used, and the narrator possesses reasonable skill in effective voice use.

Masking noise and distortion are usually the major problems affecting sound-track clarity. When background noise in a sound track masks the narrator's voice and makes word recognition difficult, the value of the recorded book becomes questionable. Distortion in the master recording can result from working too close to the microphone, defective recording equipment, or excessive recording levels. If the quality of the master recording is good and only the copies are defective, the problem is usually faulty duplication equipment or improper transfer levels.

Masking noises

Masking noise can be either intermittent—a telephone ringing, a clock chiming, or a dog barking—or continuous—humming, hissing, or reverberation. Reverberation, which denotes the behavior of sound as it bounces around in an environment, is related to the amount of time required for sound to degenerate from audibility to inaudibility. An example of continuous sound is the sound of the tape recorder motor being audible on the sound track along with the narrator's voice. Such continuous background noise and reverberation can create an unpleasant distraction in the audio book.

Unwanted noise has various effects on listeners. It lessens the reader's ability to concentrate and to process and retain information. Low levels of background noise such as hum, hiss, and rumble can be mentally screened out by the listener, but only through considerable mental and physical exertion.

Technological quality control in audio book production is essential, for the audio book is a channel for interaction between the author and the listener. Any interference is a barrier to interaction. Acoustic clarity in a copy of an audio book is the result of many factors, and it begins with the production of the master recording.

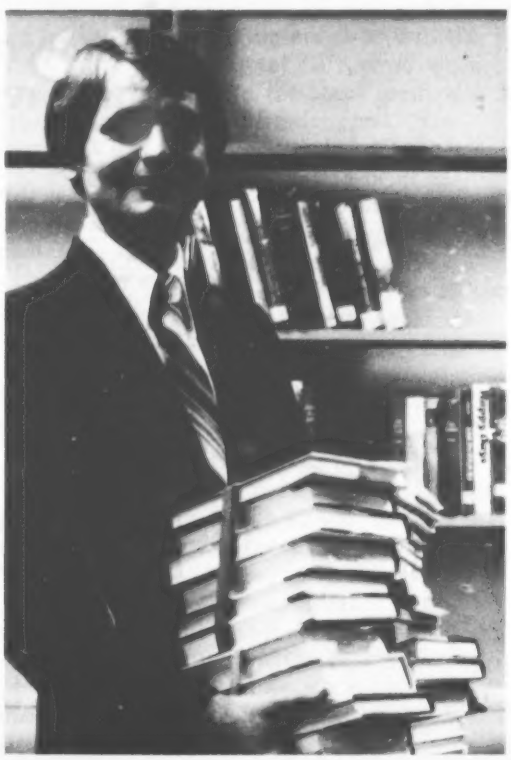
Future issues of *Update* will include technical tips on how to achieve acoustic clarity in the recording process.

Great River, Illinois

Volunteers count in library program

Delivery of reading materials to those unable to visit the library in person is a growing service in the eight-county region served by Great River Library System. Volunteers, working with public library staff, bring readers together with talking books, large-print titles, music records and cassettes, and magazines—whatever the library has to offer.

At the Quincy, Illinois Public Library twenty volunteers work together, donating their time to help others enjoy reading. Volunteers without transportation select



Lunch hour delivery—Dave Laytham, volunteer, picks up books at Quincy library for delivery to homebound readers. Photo by Lee Gray.

materials within the library. They may choose large-print books, cassettes—from a collection given by the local Lions Club—talking books, or any other suitable item found in the library stacks. Other volunteers deliver reading materials to private residences and nursing homes.

Biweekly visits to readers confined by illness, lack of mobility, or simply bad weather stimulate good conversation about favorite books, authors, and subjects. Deliverers and selectors regularly communicate with readers about individual reading preferences. One very faithful user of the library service comments, "I always have tea ready for my volunteer 'library angel' and we sit and talk about books for a while."

Volunteers for the program are chosen on the basis of their interest in people and in books. "We depend on volunteers to carry out our program and our readers depend on their library visitors," explains Pat Wagner, Delivery Service Coordinator at the Quincy Library.

Several volunteer selectors and deliverers do their work during lunch hours; others are retired persons who want to continue participating in activities outside their homes. All volunteers know they are performing a needed service and feel that when a love of reading can be shared, regardless of the format of reading materials, the pleasure of helping others is doubled.

Volunteers have been serving in various ways for several years. Richard Shankland, an Illinois Bell Telephone Pioneer volunteer, has repaired talking-book machines for fifteen years.

Great River Library System recruits and trains volunteers to extend library service where budgets do not allow additional paid employees. Similar home delivery programs using volunteers to supplement paid staff are in operation in other public libraries of Great River.

Potential volunteer projects under ths sponsorship of the Great River Library System include the use of retired classroom teachers to teach basic reading skills on a one-to-one basis.

Select books—Pat Wagner, right, Head of Homebound Service at the Quincy, Illinois Public Library, helps Sue Marwood, lunch-time volunteer, select large-print titles. Photo by Lee Gray.

Update

Volunteers master new skills

During the months of December 1979 and January 1980, certificates of proficiency in braille transcribing were awarded to forty-one persons. One certificate was awarded in braille proofreading and one braillist achieved the even higher goal of certification in braille music transcribing.

Braille transcribers

California
Jamie Gruening, Santa Barbara
Grace E. Harris, Kneeland
Emilie L. Warren, Palm Springs
Phyllis A. Williams, Santa Rosa

Connecticut
Betty H. Sloat, Rowayton

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Music transcriber

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Proofreader

Mary J. Kaiser, Royal Oak, Michigan

NCVA and NICV officially merge

The National Center for Voluntary Action in Washington, D.C., and the National Information Center on Volunteers in Boulder, Colorado, officially merged on July 2, 1979, combining the strengths of both organizations. The new organization maintains offices in Washington and

Boulder and is now called VOLUNTEER: The National Center for Citizen Involvement (NCCI). The stated purpose of this nonprofit organization is to involve citizens in the full life of their community.

NCCI offers services in many areas, including volunteer management, citizen mobilization, leadership development, organizational development, network building and information exchange, policy issue analysis and research, and public awareness.

The center publishes various portfolios, manuals, and handbooks as well as three periodicals: *Voluntary Action Leader*, quarterly; *Volunteering*, bimonthly; and *Newsline*, a bimonthly newsletter.

The organization provides information services, including a resource library. Its National Affairs Department works on state and federal legislation affecting volunteers. NCCI conducts local, regional, and national conferences; training workshops; and institutes for leadership development. The group's corporate involvement includes facilitating employee involvement in community services, serving corporations through consultation, and providing training in problem solving. Recognition is given through National Volunteer Week and National Volunteer Activist Awards programs.

For further information on any of the services write: VOLUNTEER: The National Center for Citizen Involvement, 1214 Sixteenth Street, N.W., Washington, D.C. 20036 or P.O. Box 4179, Boulder, Colorado 80302.

Braille music transcription

Braillists considering enrolling in the Library of Congress correspondence course in braille music transcribing frequently ask: "What music knowledge must one bring to the study of braille music transcribing?"

The LC certificate in literary braille transcribing is a prerequisite. The student braillist also needs a secure foundation in music fundamentals and note reading.

This article describes the required music theory background and the level of music reading required to earn the LC certificate in braille music transcribing. From this overview, the prospective student should be able to determine the adequacy of his or her music background.

The person whose knowledge is incomplete in some areas should not be discouraged by these requirements. Through patient study, some students have successfully improved their reading and fundamental skills to achieve the level required for certification.

A list of materials and suggestions for improving reading skill and rudimentary knowledge is available on request from the NLS Volunteer Training Section.

Theory and fundamentals

Some important roles and practices of braille music require a knowledge of theory and fundamentals on the most elementary level. The student should be thoroughly familiar with the following terms and concepts:

- Common musical terms of tempo, mood, and expression.
- Common key and time signatures; simple and compound time, irregular rhythmic groupings (e.g., the triplet—the triplet within a triplet).
- Intervals.
- Scales, arpeggios, major-minor key relationships.
- Musical phrases, logical divisions of the music, both within a section and between major sections of a movement or piece.

Reading skills

The student is required:

- To read accurately notes and chords over the entire range of the treble and bass clefs and to read passages containing changes in clef.
- To read rhythmic values accurately.
- To be conversant with standard music symbols, notation practices, and procedures.

For the most part, print music is transcribed as it appears. The braillist will be required, however, to exercise competent reading judgment in such matters as determining whether the curved line represents a slur or a tie and in deciding in which hand notes should be brailled when both hands are shown on the same staff.

Music braillists frequently determine at what point a dynamic begins, where the print may be ambiguous, or in which voices

notes should be placed, as shown by the direction of stems or other indication. Often the braillist must use good musical sense to determine the notes to which a sign or expression applies when such information cannot be placed where normally shown in relation to notes.

To complete the music trial manuscript for certification, the student will be required to read notation of moderate difficulty. Examples of works at this level are: Fauré: Pièces Brèves, Op. 84; Chopin: Etude, Op. 10, No. 4; Schumann: Arabesque, Op. 18.

Need for music braillists

With the shift of the bulk of braille music production from press braille to the hand-copied medium, the role of the braille music transcriber has assumed critical importance. A great need exists for people with an adequate musical background to be trained and certified in braille music transcribing.

On achieving certification, transcribers will be encouraged to undertake assignments at gradually increasing levels of reading difficulty commensurate with their music and braille skills.

The rewards of braille music transcribing may be both personal and financial. Those who earn the LC braille music transcribing certificate are eligible to transcribe for the national collection on a paid basis.

People who are either certified in literary braille or interested in earning the literary certificate with a view toward enrolling in the LC course in braille music transcribing are encouraged to contact Sandra Walberg, Volunteer Training Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542, or call, toll-free, 800–424–8567.

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Update

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Maryland Penitentiary houses volunteer group

This interview with prison inmate Donald Blackwell, the coordinator of the Baltimore Braille Association (BBA), wasn't conducted in the usual manner. The questions were drafted by Bob Kost, Head of Production at NLS, and phoned to Charlotte Nesbitt, Assistant Warden of Treatment at the Maryland Penitentiary. The written answers came back to NLS on a truck with the weekly shipment of completed braille materials. When this interview was conducted in March, BBA had been operating less than six months but was already one of the most productive and valuable volunteer groups working with NLS, according to Mr. Kost.

BBA thermoforms and binds approximately 200 volumes of braille per week and repairs cassette machines. According to Mr. Kost, BBA can produce even more braille when asked and has excellent record-keeping procedures. Every piece of braille paper is accounted for in a weekly report submitted to NLS.

The answers below, submitted by Mr. Blackwell, tell the story of BBA—its work for NLS and other organizations—and how it also helps the men at the Maryland Penitentiary, a maximum security prison in Baltimore.

Question: What is your project and where do you work?

Answer: Our program is designed to produce material for those who are blind and physically handicapped, mentally retarded, slow learners, or special students, along with material for homes for the aged and orphanages and other like organizations. We work on a need basis. We're trying to provide marketable vocational skills for the men involved and give them the opportunity to join the system as productive citizens.

The entire program, with administrative and shop facility, draws from the inmate population. Inmates initiated the program and take part in the training process. We work seven days a week from 8:00 a.m. to 3:15 p.m. We work in an area provided by George Collins, Warden of the Maryland Penitentiary and prime sponsor within the institution. Administrative coordinator is Ms. Nesbitt.

Question: What motivated you to start the program?

Answer: The overall motivation to establish the program was gained through discussions between myself and Frederick Hutchinson, fellow resident at the institution, about the unavailability of training opportunities for a large percentage of the men and the lack of a combined effort to correct the situation.

Question: Do you feel this job is improving resident job skills and if so, why?

Answer: In my judgment we do not improve job skills for the men involved, we create them—and change the attitudes of our men in relation to work and employment.

Let's face facts. We now have thirty men, working together, producing an impressive amount of quality braille volumes each week. All our men either know braille or are learning it. A few months ago, each of these men was employed in meaningless institutional busy work.

We are now involved in repairing cassette machines for NLS. This gives the men marketable vocational skills, especially in the Baltimore area.

Question: What is your role in the project?

Answer: Initially my job was training the men in the production of braille volumes. Now that we have a very solid administrative staff led by Frederick Hutchinson, who is chairman of the board of directors and responsible for the daily internal operation, I've been able to move from that area to purely administrative work—taking care of the corporation, coordinating outside supplies, conducting feasibility studies, public relations, setting up our board of directors and branches, and working on the constant interaction between BBA and the institution.

Question: Do you have any suggestions for improving your operation?

Answer: My primary concern is ensuring a steady flow of supplies between NLS and

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~~LC 19.18/2:~~

BBA, maintaining our level of production, and establishing similarity of intent and a smooth flow of information between the institution and BBA. I'm sure our board of directors will help improve our relationship with the institution and with NLS.

Our board must also tackle expansion plans in other institutions and in the Baltimore community and secure funding to maintain the operation.

Question: How and when was the program started?

Answer: The initial proposal was submitted on July 16, 1979 to James P. Tinney III, then Assistant Warden of Treatment of the Maryland Penitentiary. Mr. Tinney met with Mr. Collins and McLindsey Hawkins, Assistant Warden of Custody, and approved the overall program, pending a meeting with Bob Kost, Head of Production at NLS.

The program concept was approved and on September 26 two Brailon duplicators, binding equipment, and supplies were delivered.

On October 8 our group of men was assigned full time to the program and the training process started. We made our first shipment to NLS on October 24 last year.

We now operate five braille duplicators on a full schedule, and employ an average of thirty men.

Question: You've only been operating a short time. How can you turn out so much braille?

Answer: I'd say first because of the cooperation of NLS and Mr. Collins of the Maryland Penitentiary. They assisted us in setting up our operation and keeping it open. Then I'd say it's because of the men involved in the program. They believe in what they're doing. It's given them something meaningful to do and has presented a learning opportunity otherwise not available within the institution. Because of their individual efforts we've accomplished what we have in this short period. As we secure outside assistance and support, our program will continue to grow and I believe will provide the skills necessary for the men to become productive citizens when released.

ALA establishes volunteer standards

Standards for recruiting, selecting, training, supervising, and recognizing volunteers serving blind and physically handicapped individuals have been established by the American Library Association (ALA).

These standards are reprinted here by permission of the American Library Association from pages 25 to 27 of *Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped,* a comprehensive set of guidelines on all aspects of library service, published by ALA in 1979.

Copies of the complete standards may be purchased from ALA at a cost of $4.50 each. ALA requests prepayment for orders of less than five copies by check or money order. Send requests to Order Department, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

NLS is studying ways it can implement the ALA standards and is urging cooperating libraries to implement the policies and procedures on volunteer utilization as an integral part of carrying out all of the ALA standards as established for Library of Congress network libraries.

Volunteers

Volunteers, if properly used, are a valuable resource. They offer a variety of talents and can provide diversified supplemental help to all network libraries in extending and enriching service.

- The decision to use volunteers shall be made carefully by the head of a network library in cooperation with the staff and with the administering agency.
- Staff shall be made aware of the volunteer's role in implementing the library's objectives before volunteers are used.
- Volunteers shall not be used to replace paid employees but may assist them with their duties.
- Tasks may include but are not limited to:

1. Braille transcribing, tape narrating, tape monitoring, tape reviewing, tape and braille duplicating
2. Repairing machines, inspecting returned books, shelving books, or picking them from the shelves
3. Delivering and demonstrating machines to new users; furnishing transportation to users
4. Coordinating the work of volunteers, recruiting, teaching braille transcribing, conducting book discussion groups
5. Typing, filing, other supplementary tasks as needed.

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National Library Service for the
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Library of Congress
Washington, D.C. 20542
All correspondence should be addressed
to the attention of Public Services.

Recruitment and selection

- The services of volunteer organizations already associated with services to the blind and physically handicapped or members of user groups should be used.
- Volunteers should be sought through agencies which recruit and screen volunteers, through displays in public buildings, at fairs and community volunteer days, through talks to civic clubs and church groups, through press releases and community activity radio spots.
- Volunteer applicants shall be accepted only if they appear to be suited by background and temperament for specific tasks. They shall be carefully trained for the tasks to be performed and shall be informed that a regular work assignment will not be made until after a probationary period.
- Volunteers who are not effective in furthering the programs of the library shall be tactfully released.

Training and supervision

- Job descriptions shall be provided. These shall include job requirements and responsibilities, and shall indicate to whom the volunteer is responsible. The description shall be flexible enough to allow for full use of the volunteer's unique abilities rather than forcing the volunteer into a preconceived slot.
- The volunteer shall be trained and supervised by the person most closely associated with the job assigned. Work standards shall not be lowered for volunteers.
- A coordinator of volunteers shall recruit, train, and place volunteers. This may be a full- or part-time responsibility of a staff member, or a volunteer may serve as the coordinator.
- All braille transcribers and proofreaders shall be certified by LC/NLS.
- Narrators, monitors, and reviewers shall be certified by LC/NLS or by a central certification body which shall be authorized and funded for this purpose by LC/NLS.

Recognition

The contribution of a volunteer shall be recognized. While this is a continuous responsibility of the volunteer's supervisor, special recognition can be given by:

- Volunteer recognition days
- A certificate upon completion of work
- Thank-you notes
- Press releases
- Inclusion in special events in the library.

Information needed on modified equipment

The Wisconsin Vocational Studies Center, University of Wisconsin–Madison and Indianhead Vocational District, Shell Lake, Wisconsin, are developing a catalog for the U.S. Office of Education that will list tools, equipment, and machinery modified or adapted for use in vocational training and employment of handicapped individuals.

The catalog will contain a detailed description and photographs of known, modified material. Names and addresses of individuals or companies involved in the modification will also be included in the catalog.

Update readers are asked to assist in this project by providing information about this type of material used by handicapped individuals. Please send information to Arona Faye Roshal, Wisconsin Vocational Studies Center, Division of Special Needs, 1025 West Johnson Street, Madison, Wisconsin 53706, or call 608–263–1741.

Braille student, instructor dialogue

Braille instructors receive many questions not specifically answered in the official code but which require a solution that must be reached by examining more than one section or rule. A dialogue between student and instructor introduced in the March-April issue of *Update* to help both instructors and students is continued.

Student: Section 12a(1) of the official code states that the letter-sign is required when any uncapitalized letter from *a* through *j* follows a number or is separated from the number by a hyphen. Please explain why the letter-sign is not used in "4-foot."

Instructor: It is true that the *f* immediately follows the hyphen, but it does not stand alone. It is the beginning of a word containing letters that cannot be confused with numbers.

Student: According to the foregoing explanation, then, the letter-sign should be used in a circumstance like 200-cab fleet?

Instructor: Yes. More than likely, the meaning would be clear from context, but without the letter-sign preceding the *c*, there

could be a hesitation in reading.

Student: Since *t* is a single letter in the sentence "He went t' town," why is the letter-sign not used?

Instructor: The apostrophe following the letter *t* represents the missing letter *o*; thus, *t'* could not be mistaken for the word *that*, for which *t* stands.

Student: Since the contraction for *ff* is used in *sheriffs,* why must it be dropped when the apostrophe is inserted to show singular possessive—*sheriff's*?

Instructor: The *ea* and double-letter contractions can be used only between letters and/or contractions. They cannot be used when in contact with punctuation.

Student: Explain why the contraction for *one* cannot be used in the name "Moone" which is comprised of only one syllable.

Instructor: Although Section 45 deals with initial-letter contractions, Section 34b(5) states that a contraction must not be used where its presence would disturb pronunciation of a digraph or trigraph (two or more letters pronounced as one sound). The *oo* must not be disturbed by using a portion of it in a contraction.

Student: Why is the letter-sign not used with the vocal sound or exclamation *hm* where the letters stand for the word *him?*

Instructor: The vocal sound is often written *h'm.* For this reason, Section 47h requires that the apostrophe should always be inserted in *hm* (h'm) to distinguish it from the short-form word *hm* (him).

Student: Why must a line be wasted by including a running title on every braille page?

Instructor: This is a requirement of the National Library Service for the Blind and Physically Handicapped, Library of Congress, which deals with hundreds of volumes of braille per week. Some organizations, responsible for total processing of a book, do not find it necessary to adhere to this requirement.

Free volunteer information available

The Department of Health, Education and Welfare, Office of Volunteer Development, has available a series of free position papers and will loan five video cassette programs on the volunteer development system.

The video cassettes may be borrowed, one at a time, and duplicated, or three blank sixty-minute video cassettes can be sent and the Office of Volunteer Development will duplicate all of the programs. Four of the video programs are twenty-five minutes long and the fifth one is approximately sixty minutes long.

Each requestor can receive only one copy of each position paper but is free to reproduce copies. Please request only those papers that are applicable.

Requests should be sent to Office of Volunteer Development, Room 329D, Hubert Humphrey Building, Department of Health, Education and Welfare, Washington, D.C. 20201.

Position Papers:

- Administrative Leadership of Volunteer Programs
- The Volunteer as Advocate
- The Volunteer on an Advisory Committee
- Aids to Staff Working with Volunteers
- Citizen Participation by Volunteers
- Workshop: Does Citizen Participation Make a Difference?
- The Volunteer Role in Community Decision-Making
- Dynamics of Volunteerism in Human Service Organizations
- The Need for Education in Volunteerism
- Some Examples of Volunteer Involvement in Human Needs Services
- Federal Perspectives
- Glossary of Terms Used, with Operational Definitions
- Volunteers and Handicaps
- Impact of Volunteering on Health Field
- Motivation and Training of Staff and Volunteers
- Volunteering in Museums
- Myths and Facts
- Administration for Services of Older Volunteers
- Needed: Professional Competence for Volunteer Administration
- Professional Development for Volunteer Coordinators in School Volunteer Programs
- Volunteer Administration as Professional Work
- Record Sheet
- Strengthening Voluntarism from the Public Sector
- The Service Agency Looks at Student Volunteers
- Ten Trends Important to Volunteer Administrators
- The Volunteer and the Volunteer Director in Thanatology

- Planning for Training
- Youth Volunteering
- Volunteers—New Bridges Between Social Supports and Health Care
- Volunteer or Paid Work?
- Volunteers Are Worth the Effort
- Volunteers—An Endangered Species or New Breed?

Audio Art

Recording booth site location must be planned

The two broad categories of consideration in recording booth site location are general physical environment and the position of the booth within this environment. A poor booth location can create production problems and general annoyance to staff members whose work flow and daily routine are affected.

General physical environment

The environment must be dry, cool, and quiet. A damp basement may be cool and quiet but high humidity can cause human discomfort and mildew, and affect recording equipment performance.

The booth should be located in an area where the temperature is reasonably regulated; i.e., cool in summer and warm in winter. Prefabricated sound reduction booths have built-in air exchange systems. These systems pull air from outside the booth, pass it through the booth, and then exhaust it back into the environment in which the booth is located. The temperature inside the booth is thus maintained at the ambient temperature of the general environment. If the temperature of the air of the general environment becomes too warm or too cool, the temperature inside the booth will be the same.

The general area where the booth is located should be reasonably quiet. This does not mean that human activity cannot go on around the booth, but the booth should not be located in an area of heavy traffic.

The booth should not be located near the boiler and air-handling plant wall. Low frequency vibration transmission through walls and floors can pose difficult acoustic problems. If there is no alternative to locating the booth near heavy equipment, the booth should be installed on isolation rails to reduce the effect of low frequency vibration transmission.

Two other factors should also be kept in mind. The booth should be located so that audio book master recording production does not interfere with other daily work routines, or vice versa, and ease of supervision should also be considered. No on-going program should be located where it would be difficult to maintain a reasonable level of supervision.

Location and position of the booth within the environment

A thorough study of the architect's drawings showing the booth's dimensions and layout should be made before deciding exact booth position. A scale drawing should be made showing the position of the booth within the environment.

Information regarding outside dimensions of the booth and its physical layout can be found in the architect's drawing. Many manufacturers also supply this information in technical and descriptive brochures which are free upon request.

Space should be allowed for:

- Room on the front side (door side) to allow a full arc of door opening.
- A minimum of twenty-four to thirty inches of straight line space between adjacent booths or any wall or solid obstruction.
- Room at the monitor side (window side) of the booth to allow for the monitor's work space, including space for the equipment table or rack and monitor's chair. There should also be adequate room to permit the monitor ease of entry and exit from the work area.

In addition, identify on the drawings the location of the air intake and air exhaust of the booth's air exchange system. This information is critical in determining the final position of the booth.

As a general rule, the air intake and the air exhaust are located on different walls of the booth. The air intake can be located at either the top or bottom of a booth wall. But regardless of whether the air intake is located at the top or bottom of a booth wall, the booth should never be positioned so the air intake is close to an overhead steam pipe, a radiator, an air supply vent from the building's air handling system, or an uninsulated air duct.

The close proximity of the booth's air intake to overhead steam pipes, radiators, air supply vents, and uninsulated air ducts can adversely affect the temperature inside the booth, because the air immediately surrounding these objects has greater temperature extremes. If the air intake for the booth is too close to the source of temperature extremes, the

temperature of the air at the intake will be adversely affected by convection currents, thus affecting the temperature inside the booth.

If the air intake for a booth must be located close to a source of extreme temperature, an insulated snorkel should be used to pull air from a point more distant from the source of temperature extreme. This approach is recommended only when limitations of the general environment afford no other reasonable compromise.

Careful thought and consideration must also be given to determining the location of the side of the booth containing the air exhaust. If the flow of the air being exhausted is blocked, the rate of air being exchanged through the booth is reduced. The most common problem in this respect occurs when the side of the booth containing the air exhaust panel is located too close to a wall or other solid obstruction. This is one reason NLS recommends more straight line distance than the manufacturer suggests between the outer sides of a booth and another booth or wall.

The area directly in front of, and adjacent to, the air exhaust panel should never be used as a storage area. Anything that obstructs the flow of air into or out of the air exchange system reduces its effectiveness.

Other location tips

- **NEVER** locate a sound booth in front of a picture window with a southern, eastern, or western exposure because the window intensifies solar heat.
- Do not locate a booth directly in front of an alcove. An alcove can collect ambient sound and focus it like a parabolic reflector. The focused reflected sound against the wall of the booth can be louder than the level of ambient noise in the main room where the booth is located. If the booth must be located near an alcove, place a drape across the entrance of the alcove to disrupt the sound reenforcement characteristic.
- Be sure the booth is located on a strong foundation. Depending on the model and size of the booth, the weight can vary from 1,800 pounds to 3,000 pounds.

Questions about sound reduction booths should be directed to Bill West, Volunteer Utilization Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542 or call 800–424–8567.

Math braille course enrollment remains high

The mathematics braille correspondence course has been established for approximately one year with enrollment remaining at its maximum. Even though learning the Nemeth code for mathematics seems difficult, transcribers have been responding favorably to the challenge.

A major problem for students enrolled in the course involves errors found in the print copy of the instruction manual, *An Introduction to Braille Mathematics.*

Many of the errors are relatively minor, but several have created significant difficulty for mathematics braille transcribing students. A partial errata was published in the Fall 1979 issue of the National Braille Association (NBA) *Bulletin.* Students should consult this list of errors before beginning each lesson. Those who do not have access to the *Bulletin* may request a copy of the partial errata from the NLS Volunteer Training Section. The chairman of the NBA mathematics committee is working closely with NLS to compile an extensive errata. When completed, it will appear in the NBA *Bulletin.*

To discuss instruction manual errors and questions pertaining to rule interpretation, illustrative material, or exercise transcriptions directly, students should contact Donna Pastore, NLS Mathematics Braille Advisor. Students may call 800–424–8567 and leave their names and telephone numbers with the switchboard operator. Miss Pastore will return the call as soon as possible.

Questions and comments may also be enclosed with an assigned transcription, but as a separate enclosure, not in the body of the exercise material. Correspondence should be in braille.

Certain types of errors occur frequently in exercise submissions. To avoid having transcribers reinforce rule misinterpretations, a student may submit only one assignment at a time, because the rules and concepts taught in one lesson serve as the basis for the next. A format procedure explained in a given lesson often must be employed when preparing subsequent exercise transcriptions.

Exercises submitted before evaluation of the preceding lesson will be returned uncorrected.

Format rules

A major area where students experience difficulty is in applying format rules. Since

each exercise is a work in the field of mathematics, it must be transcribed entirely according to the rules of the Nemeth code. In addition, principles provided in the 1977 revision of the *Code of Braille Textbook Formats and Techniques* should be followed except where specific format provisions are given as part of the braille code for mathematics.

In transcribing technical texts, use of a 41-cell braille line is recommended. Each exercise is designed specifically to accommodate this 41-cell line. Necessary rules and concepts will not be tested if a braille line is not fully used.

Arabic numerals

Another area causing problems is use of numbers. Lesson 1 explains in detail the rules governing the use of Arabic numerals in a technical text. When preparing exercise submissions, English braille numerals must be used for page numbers appearing in the corners of pages and following page-separation lines. Students must follow the page numbering techniques outlined in the official textbook format code.

Nemeth code numerals, on the other hand, must be used to represent all Arabic numerals which occur within the body of the print text. They must be used for all chapter, theorem, exercise, problem, and page-reference numbers.

Mathematics braille numerals, for example, must be employed when transcribing the centered, fully capitalized, exercise heading on the first page of each submission.

Transcribers are asked to include their name and address in print and braille at the end of each assignment. Since a student's address is incorporated in technical material, it should be transcribed according to the rules of the Nemeth code. For further identification, one's initials may also appear in print on each braille page submitted.

Future issues of *Update* will include more information of interest to math braille students.

Volunteers master new skills

During the months of February and March 1980, certificates of proficiency in braille transcribing were awarded to fifty persons and one certificate was awarded in braille proofreading. One braillist achieved the even higher goal of certification in braille music transcribing.

Braille transcribers

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Mary N. Copley, Spokane

Music transcriber

Kristin Tracy, Denver, Colorado

Proofreader

Pamela L. Bortz, Phoenix, Arizona

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Update

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National Library Service
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July–August 1980, Vol. 3, No. 6

Dr. George V. Gore, Professor of Elementary and Special Education, Michigan State University, East Lansing, Michigan, and Ralph McCracken, editor for the American Printing House for the Blind, review changes to official braille code at the BANA spring meeting.

BANA meets at NLS

The Board of the Braille Authority of North America (BANA) held its spring meeting at NLS on April 2–3. The Board approved changes in or interpretations of various sections of the official braille code. These actions affirmed recommendations of the Technical Committee on Literary Braille presented to the Board in November 1979. A limited field trial of the changes followed the committee's report. No negative reaction was received by the braille producer or the two braille classes that used the proposed changes.

The principal elements of the changes relate to contractions and the natural pause and to rendering single and double quotation marks.

The changes are effective October 1, 1980, to give time for braille presses and hand transcribers to make necessary adjustments. The formal announcement of changes will be made by Floyd Cargill, Chairman of BANA.

The Board also endorsed continuing strategies by the ad hoc U.S.–U.K. Liaison Committee to work with the British counterpart to BANA in developing a common literary braille code.

The Technical Committee on Literary Braille is chaired by Maxine Dorf, Head, Braille Codes Section, NLS. Richard Evensen, Project Coordinator, NLS, is chairman of the Liaison Committee.

Exercises for proofreading

In volume 2, number 2 of *Update*, the availability of exercises in braille proofreading devised by Mrs. Helen Edwards was announced. Mrs. Edwards, a braillist, emphasizes the importance of teaching proofreading along with training in braille transcribing.

She has had requests for more than two hundred copies of the exercises, and has given permission to teachers to duplicate the material. Orders have come from all parts of the United States including Hawaii, and her work has found its way into Canada and Singapore.

She has prepared a nine-page story called *Proofreading Probe* to further test proofreading

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skills. A one dollar fee covers duplicating costs. For further information, contact Mrs. Helen Edwards, 121 Bonita Road, DeBary, Florida 32713.

Taped music transcription

Braille music transcribers may someday transcribe onto cassette tape rather than heavy paper by using "paperless" braillers—machines now being tested and developed. Complete manuscripts equal to several volumes of braille may be circulated in ordinary cassette-tape containers or mailing envelopes.

Under a $55,000 grant from the Bureau of Education for the Handicapped, the California State Department of Education, Clearinghouse Depository for Handicapped Students, is sponsoring research on the application of the machines to braille music transcription.

Volunteer transcribers Carolyn Card, Bettye Krolick, and Ethel Schuman are experimenting with the Digicassette from Elinfa in France and the VersaBraille from Telesensory Systems, Inc., in California. Four machines from each manufacturer are being used for the project.

On a paperless brailler, transcribers work with the usual six keys, the space bar, and a few additional keys for the computerized features. The standard music code is used, although some adjustments in format are necessary. Because the braille is displayed on only one 20-cell line at a time, music must be transcribed in paragraphs rather than parallels.

The Digicassette machine has been used to transcribe a music textbook with braille music examples.

A future possibility for the project is coding a music dictionary on the VersaBraille. To find the definition of a term such as Largo, the reader simply types the key word in braille into the machine. The VersaBraille searches the tape, and in a few seconds the term Largo appears on the braille display followed by the dictionary definition.

Hymnals may also be an application for this technology. The reader can find hymn #308 by letting the machine search the tape rather than by leafing through several volumes of paper braille.

Much experimentation is still needed to determine which applications are practical. Eventually, step-by-step guidelines will have to be developed to help transcribers in the transition from Perkins to "paperless."

Common problems in braille mathematics:

Orientation: A few basic Nemeth code rules are outlined in lesson 1. Mathematics braille numerals are represented, and the use of the numeric indicator is discussed. In addition to listing punctuation marks, the requirements for employing the punctuation indicator are explained. Signs of operation and signs of comparison are introduced, and an essential format procedure is also described.

The student does not usually find exercise 1 difficult to transcribe. The rules involved are stated clearly and there is sufficient illustrative material. Yet, certain types of errors occur frequently in exercise transcriptions, some of which are discussed below.

Problem 5. Margins for itemized material with no subdivisions must be used when transcribing problem 5. The problem number must begin in cell 1, and all runovers must appear in cell 3. This example contains two paragraphs. The second paragraph must begin in cell 5 with runovers occurring in cell 3.

Problem 6. This problem includes a numeral that is divided into short, regular groups of digits. A space is inserted intentionally in print between the groups of digits. The numeric indictor must precede only the first group of digits. Even though each remaining group of digits follows a space, the numeric indicator must not be employed.

Problem 17. The *in* contraction must be used in the word "bi*n*ary." The official English braille code states that contractions forming parts of words should not be used where the letters of the contraction would overlap a minor and/or incidental division. When pronouncing the word "binary," the emphasis is placed on the first syllable. The letters *bin*, however, belong to the root word, bini, and *ary* is a suffix derived from arius.

Problem 21. The literary comma must be employed when a comma follows a word. Since the numbers in this problem are spelled out, English braille commas are required.

Problem 28. A sign of operation is a mathematical symbol that must be punctuated mathematically. Quotation marks surround a sign of operation in this example. The punctuation indicator is required only when one or more designated punctuation marks follow a mathematical expression. Since the closing quotation mark and the numeral 0 are

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represented by identical dot configurations, the punctuation indicator must be used before the closing quotation mark. The punctuation indicator must not be employed when punctuation precedes a mathematical expression.

Problem 45. A mathematical expression must not be divided between braille lines. If there is insufficient space on a braille line to accommodate the expression, the remainder of the line must be left blank. The entire expression must appear on the next braille line. Each ratio and proportion statement in this problem, therefore, must be transcribed on a separate line.

Music teachers' conference

The NLS Music Section exhibited materials and gave a presentation at the Music Teachers National Association convention held in Washington, D.C. last March.

In a session entitled "The Music Teacher and the National Library Service for the Blind and Physically Handicapped," Frank Kurt Cylke, Director; Sandra Walberg, Braille Music Advisor; and Shirley Emanuel, Music Reference Librarian, emphasized braille music in describing the NLS program of free library service and braille training opportunities.

Daniel and David Simpson, NLS music patrons, also gave a talk on "Teaching Keyboard to the Blind Student." The Simpsons are former students of William Hayes at Westminster Choir College and of André Marchal, the renowned French organist.

The exhibit was visited by music teachers, music readers, and prospective transcribers interested in NLS services and advice on teaching blind music students. Teachers wanted information about methods of presenting music to beginning students.

Sandra Walberg, Braille Music Advisor, and Shirley Emanuel, Music Reference Librarian, describe the NLS program at the Music Teachers' Conference.

Braille student, instructor dialogue

(This is the third in a series introduced in the March–April issue of Update.*)*

Student: May part-word contractions such as *ar*, *ow*, *st*, and *sh* be used in exclamations or sounds such as *arf*, *wow*, *psst*, and *shush*?

Instructor: Yes. However, remember that *sh*, an admonition to silence, cannot be contracted when standing alone. This is because the contraction stands for the word *shall*. Authors and printers vary in their presentation of the *sh* sound. It can be seen as *shhh* or *sssh* and may be contracted in both instances. It also has been printed *sh-h-h* and *s-s-sh* and must not be contracted. (See Section 34a(1) of *English Braille, American Edition*, the official braille code.)

Student: How are abbreviations and numbers in the metric system brailled?

Instructor: Measurements, metric or otherwise, are abbreviated only when copy shows abbreviations. The abbreviation is placed immediately before the number, omitting period or plural *s*. Example: print, 30 cm.; braille, cm30

Student: Is the initial-letter contraction for *day* used in the name *Dayan*?

Instructor: No. It is not pronounced as *day*, a requirement of Section 45 of the official code, which deals with initial-letter contractions.

Student: I have established through the help of my local librarian that the name *Begin* is syllabized *Be-gin*. According to Section 43 of the code it appears that the contraction for *be* should be used; however, since the name is identical in spelling to the common word *begin*, I feel that the braille reader is placed at a disadvantage through use of the contraction. Am I right?

Instructor: Yes. It is true that to the sighted reader the name and word are identical. Through use of the contraction, though, you are literally suggesting the long *e* sound. Seeing the spelled-out letters *beg* in succession alerts the reader to a different pronunciation. Section 34b(7) states that a contraction must not be used where its use would cause difficulty in pronunciation.

Student: If line 25 on my braille page must be left blank to show a change in thought, on what line is text resumed on the following page?

Instructor: If a running title is being used, text should start on line 3, leaving line 2 blank also. If a running title is not being used, line 1 is left

blank except for the page number with text starting on line 2. The reasoning is that a blank line at the bottom of the page is much more likely to go unnoticed than one at the top of the page.

Student: The name of a character in the work I am doing is *Patrone*. I have been unable to establish syllabication. I feel, however, that it would result in considerable saving of space to use the contraction for *one* since *Patrone* appears throughout the transcription.

Instructor: In order to use the contraction for *one*, it must be established that the *o* and *n* are in the same syllable. You have been unable to do this; therefore, do not use the contraction.

Profiles

Life membership in CTEVH

At the Twenty-first Conference of the California Transcribers and Educators of the Visually Handicapped (CTEVH), Maxine B. Dorf, Head, Braille Codes Section, NLS, was presented with a certificate of life membership in CTEVH in recognition of her years of service in promoting quality braille transcribing.

MTL chairman retires

Mrs. Lauretta Boyer, Chairman of the Manheim Township Lions Club Braille Bindery (MTL) in Lancaster, Pennsylvania, retired in May after twenty years of service. She became involved in the braille book bindery in 1960 when the bindery was established by the Manheim Township Lions Club.

After Mrs. Boyer mastered the various steps in book binding, the MTL appointed her manager in 1963, a position she held until retirement. While manager, she supervised production of 9,521 permanently bound volumes of braille books.

She developed the pilot program for hand sewing and binding thermoformed books. Mrs. Boyer also conducted workshops for staff from other braille binderies working for NLS.

Suzanne Thorin Perlongo

Suzanne Thorin Perlongo to head music section

On April 14 Suzanne Thorin Perlongo joined the NLS staff as Head of the Music Section. She comes from Indiana University of Pennsylvania where, as an associate professor, she was head of the music library. Prior to her ten years in Pennsylvania, she taught music in the Chicago Public Schools and with Project Upward Bound at Northwestern University.

Ms. Perlongo holds a bachelor's degree in music education and master's degrees in both music history and library science from the University of Michigan. She is currently working toward a doctorate in library science at the University of Pittsburgh.

In 1978 she was awarded a grant from the National Endowment for the Humanities to participate in a summer seminar that examined *Music in Medieval Life and Culture*. In 1979 and 1980 she received two research grants from the University of Pittsburgh to study the musical life at the American Academy in Rome from 1923 to World War II.

Ms. Perlongo is editor of the Music Library Association (MLA) *Newsletter*, and she is now finishing a glossary of music cataloging terms to be published by MLA in its Technical Reports series. She is also a member of the International Association of Music Libraries.

She is a lyric soprano who has sung the roles of Michaela in *Carmen* and Fiordiligi in *Così Fan Tutte*. Her most recent recital included songs by Pizzetti, Purcell, and Schubert.

Nowill of WCWB visits NLS

Dorina de Gouvêa Nowill of Sao Paulo, Brazil, President of the World Council for the Welfare of the Blind, visited the National Library Service for the Blind and Physically Handicapped in May. She met with Director Frank Kurt Cylke, who is chairman of WCWB's subcommittee on Library Services.

Mrs. Nowill and Mr. Cylke discussed plans for a meeting regarding service to Spanish-language users in North and South America, sponsored by the subcommittee. The meeting, held in Washington, D.C., in June, considered audio production and production equipment, braille production, gifts and exchanges, service patterns, and postal and customs regulations.

An officer of the WCWB for many years, Mrs. Nowill specializes in teaching blind people. She was trained at the Caetano de Campos Institute of Education in Sao Paulo and Columbia University in New York City.

Dorina de Gouvêa Nowill of WCWB

Bill West receives 20-year pin

Bill West, recording specialist in audio book production for NLS, received a 20-year Service Award pin at a luncheon held in his honor on April 18.

Mr. West graduated with honors from the U.S. Army Instruction Academy in Kaiserslauten, Germany. He then became a radar and computer electronics technician and also worked as a stand-in announcer for Armed Forces Radio. Before joining the Army, Mr. West attended the University of North Carolina where he majored in chemistry and mathematics. He came to the Library of Congress after his military career was cut short by a visual disability.

Mr. West specializes in acoustics and improving the quality of volunteer-produced recorded books. Several of Mr. West's articles on acoustics have appeared in previous issues of *Update*. His most recent article, "Air Exchange Systems: Function and Performance," appears on page 6 of this issue. He has also encouraged the recording industry's adoption of precisely measured open-reel tapes. He was named an Outstanding Handicapped Federal Employee in 1974.

PBG's Louise Hand retires

Louise Hand retired last fall from the Plymouth Braille Group (PBG), located in Brooklyn, New York, after almost twenty years of service. She received her braille certificate from the Library of Congress in 1960. Miss Hand supervised the distribution of braille assignments from the Library of Congress and mystery stories circulated to *Matilda Ziegler Magazine* subscribers.

Jane Wolf's notes

Jane Hutzler Wolf, a braille transcriber for more than forty years, has filled her copy of *English Braille, American Edition* with notes covering problems she encountered while working with braille. Some of these notes were shared with readers in previous issues of *Update* (volume 1, number 5 and volume 2, numbers 1 and 5).

These notes, compiled in pamphlet form, are available for $3.50 to cover the costs of duplication. Contact Mrs. Edwin J. Wolf, 100 West Cold Spring Lane, Apartment 703, Baltimore, Maryland 21210.

Air exchange systems: function and performance

(The following article is part of a series of Audio Art *articles contributed by the Volunteer Utilization Section of NLS. This month's installment explains how to measure air exchange systems to prevent noise and narrator discomfort in sound reduction booths.)*

Air exchange systems take air from the environment outside the booth, move it through the booth, then exhaust it back into the outside. The effectiveness of any sound booth air exchange system depends on whether the system exchanges a satisfactory quantity of air without introducing any audible noise into the booth.

A satisfactory rate of air exchange is necessary to ensure human comfort. Narration, light, and respiration generate heat and moisture. Average adult respiration during waking hours is 12 cycles per minute. Average respiration during narration is 14 cycles per minute. If the air exchange occurs too slowly, narrator discomfort results. If the air exchange occurs too rapidly, air turbulence noise inside the booth results and is picked up by the microphone. The optimum rate of air exchange is 60 to 90 seconds for one complete cycle of change.

Most sound booths are small. Typical internal cubic footage ranges from 130 to 234 cubic feet. The heat and moisture generated by conditions essential to narration become a problem more quickly in a small booth than in a larger one.

Two factors must be considered to achieve optimum air exchange:

- Internal cubic footage of the booth.
- Air exchange blower capacity, measured in cubic feet per minute (cfm).

To calculate the internal cubic footage of the booth, multiply the internal width by the depth by the height. External and internal measurements are available from the architect's drawings and the cfm rating is available from the specifications in the manufacturers' descriptive brochures.

The terms "air exchange blower," "blower," "blower fan," and "fan" are often used interchangeably.

Blower rating is usually described in terms of free atmosphere rating, which refers to the quantity of air moved per minute by a blower that is not working against a resistive load and is suspended in an open environment. A blower forcing air through a duct is an example of resistive load. Free atmosphere ratings are always higher than ratings under loaded system conditions. The term "loaded system rating," or "load rating," refers to the quantity of air moved by the same blower when working in a functional system, such as pushing air through a duct.

One hundred cfm is a typical free atmosphere rating for the type of blower used in prefabricated sound reduction booths. A typical loaded system rating for the same fan is 90 cfm. In the case of a sound reduction booth, the term "loaded system" means that the booth has been properly assembled, the door is closed, and the air intake and air exchange passages are clear.

Assuming the type of blower described above, the formula for calculating the rate of air exchange occurring in the booth may be computed by dividing the number of cubic feet inside by 90, and dividing this by the number of blowers contained in the booth's air exchange system.

The following example is for one of the most commonly used booths in the program. The internal dimensions are 6 feet by 6 feet by 6.5 feet, which equals 234 cubic feet. Divide this number (234) by 90, the number of cubic feet of air moved per minute by the typical blower, and the result is 2.6. This means that this one fan will complete one full cycle of air exchange every 2.6 minutes, or every 2 minutes and 36 seconds. Since this particular booth has two air exchange blowers, the air exchange will take half that time, or 1.3 minutes. Thus we know that a complete cycle of air exchange occurs in this particular booth every 1 minute and 18 seconds. The duration of an air exchange cycle in this case (78 seconds) falls in the range between the recommended maximum and minimum rates of air exchange.

The following chart shows the internal dimensions and cubic footage of the four most commonly used booths in the volunteer audio book production program. It also shows the relationship between cubic footage and the number of blowers in the air exchange system.

All blowers in the chart are assumed to have a rating of 100 cfm in a free atmosphere and 90 cfm under load conditions.

Internal dimensions of booths	Cubic footage of booth	Number of blowers	Time required for one complete air exchange
1. 4′ x 5.33′ x 6.5′	138.6	1	1 min., 32 sec. (92 sec.)
2. 4.5′ x 4.5′ x 6.5′	131.625	1	1 min., 28 sec. (88 sec.)
3. 6′ x 5′ x 6.5′	195	1	2 min., 10 sec. (130 sec.)
		2	1 min., 5 sec. (65 sec.)
4. 6′ x 6′ x 6.5′	234	1	2 min., 36 sec. (156 sec.)
		2	1 min., 18 sec. (78 sec.)

Volunteers master new skills

During the months of April and May 1980, certificates of proficiency in braille transcribing were awarded to 68 persons. Also, two certificates were awarded in braille proofreading.

Braille transcribers

Alabama
Deborah D. Hatton, Columbia

Arkansas
Helen J. McGraw, Little Rock

California
Myrtle C. Beil, Pasadena
Amy Carlson, San Jose
Dorothy E. Dutton, Diamond Springs
C. Robert Elford, Oakland
Margaret Lemish, San Rafael
Margaret M. Maloy, Glendale
Mary J. Pedersen, San Diego
Mary B. Perez, Mill Valley

Colorado
Doris Hoff, Denver

Florida
Sherry A. Beck, East Jacksonville
John W. Lynn, Live Oak
Margaret H. Lynn, Live Oak
Mary C. Mead, New Smyrna Beach
Elizabeth M. Rossi, Palm Beach
Catherine J. Smith, Orange Park

Georgia
Bertine M. Scholz, Byron

Illinois
Lillian M. Smith, Park Ridge

Iowa
Susan K. Kakac, Garrison

Louisiana
Sara M. Jumonville, New Orleans
Sara L. Malone, Covington

Massachusetts
Germaine Chateauneuf, South Hadley
Rita Strong, Holyoke

Michigan
Lois A. Craggs, Farmington Hills
Shirley M. Hevelhorst, Harper Woods
Margaret Kekel, Flint
Phyllis J. Little, Redford
Joyce H. MacLennan, Livonia
Shirley Shaw, Cass City
Barbara J. Zaft, Livonia

Minnesota
Jo E. Cohen, St. Paul
Faith A. Gavin, Richfield
Ranee Strawn, Hopkins

New Jersey
Audrey H. Byrne, Cresskill
Gloria C. De Grazia, Millburn
Ritta S. Glass, Ridgefield Park
Judith Granich, Hawthorne
Jan B. Kaplan, West Orange
Freda Lazzara, Livingston
Mary J. O'Dea, Bloomfield
Sono Okabayashi, Paramus
Dolores Schaarschmidt, Clifton

New York
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Sister Patricia M. Clark, Riverhead
Arna E. Crawford, Syracuse
Patricia Gioia, Latham
Pamela N. Holston, Avon

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John A. Lombardo, Valley Stream
Kathleen Slayton, Rochester
Marie A. Strachen, New Hartford

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Polly Cox, Hendersonville
Patricia L. Fitzpatrick, Asheville

Ohio
Risë Madden, Cuyahoga Falls
Virginia M. Oxley, Troy

Pennsylvania
Lynne A. Maxwell, Pittsburgh
Celeste E. Pierce, Mt. Lebanon

Tennessee
James H. Beard, Nashville

Texas
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Alberta J. Riesen, Houston

Wisconsin
Janet H. Krauskopf, Milwaukee
Ethelyn St. Vincent, Barron

Canada
Margaret J. Durnin, Edmonton, Alberta
Jennifer A. Heggart, British Columbia
Peter W. Heggart, British Columbia

Japan
Yoshiko Kunii, Kanagawa-ken

Proofreaders

John E. Wilkinson, Hyattsville, Maryland
Edward Kochanowski, Kenilworth, New Jersey

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Krebs honored

Bernard M. Krebs received the Francis Joseph Campbell citation and medal at the meeting of the American Library Association in New York City in June. Maxine Dorf, Head of the Braille Codes Section of NLS, presented the award, which was given "in recognition of his lifelong dedication and contributions to the development of libraries and reading modes for the blind." The Francis Joseph Campbell award is presented annually to a person who has made an outstanding contribution to the advancement of library service for blind readers.

Mr. Krebs directed the library of the Jewish Guild for the Blind from its inception in 1935 until his retirement in 1975. His braille circulating library was known and used by avid braille readers throughout the country. He aimed to provide current literature as well as meet the educational needs of students and the vocational needs of professionals. In the late 1960s, he initiated the inclusion of tape recorded books in the Guild's library.

Mr. Krebs has long been involved in the development of braille codes and is currently working on a mathematics computer code. He pioneered the publication of systematized braille instruction in 1941 through his *Transcribers' Guide to English Braille*, still a basic reference book for braille transcribers. His other publications include *Lessons in Braille Transcribing, Braille in Brief,* and *ABC's of Braille*. According to his associates, his understanding, guidance, and good judgment have earned him the nicknames of "Mr. Braille" or "St. Bernard."

Mr. Krebs was instrumental in organizing volunteer braillists in the New York City area to promote an exchange of ideas and allow for discussion of common problems encountered in braille transcribing. From this initial effort, the National Braille Association came into being.

At his retirement home in North Miami Beach, Mr. Krebs continues his work with libraries and volunteers. He serves as a delegate to state conferences and has accepted a position on the Board of Directors of the Visual Aid Volunteers of Florida, Inc.

Volunteers Who Produce Books

Responses needed

The next edition of *Volunteers Who Produce Books* is scheduled for publication in 1981. This directory will include information about active volunteer groups throughout the United States who are engaged in the production of braille, recorded, and large-type reading materials. Services such as duplicating and binding will also be listed.

Groups listed in the current edition have been sent a questionnaire. A prompt response to this questionnaire will assure inclusion in the directory.

Any group that failed to receive a questionnaire or that has questions about the directory should contact Mrs. Freddie Peaco, Volunteer Coordinator, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542. Mrs. Peaco can also be reached by toll-free number 800-424-8567.

Dictated music

The NLS Music Section is exploring the possible development of a system for dictating music. It is aimed toward musicians who understand either print or braille notation or who learned music from recorded instructional courses. "Dictated music" refers to describing music notation verbally, not to the more familiar practice of playing melodies, rhythmic patterns, chordal progressions, or music excerpts so that

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others may write them down. It is also different from both slow tapes and recorded lead sheets because the music is not performed.

The approach is based on an easily understood verbal presentation of the musical information needed to play, sing, or write down (in print or braille) a musical excerpt or entire composition. It can be used by either the sighted in dictating music to the blind, or by the blind dictating music to the sighted. Moreover, the method can accommodate all types of music.

For a more detailed discussion, see the five-part series in the *Musical Mainstream* beginning in the January-February 1980 issue and in *Contemporary Soundtrack* for November-December 1979.

Changes in the literary braille code

Changes in the official code of literary braille were adopted by the Board of Braille Authority of North America (BANA) on April 2, 1980. (See *Update*, July-August 1980, p. 1.) Implementation of the changes is effective October 1, 1980. The changes were made to speed automatic input and processing by computer. Continued clarity and ease for braille readers were confirmed in a limited field test.

The following does not duplicate the compilation of changes, but explains them and their effects in braille transcribing.

1. Quotation marks are to be used exactly as they appear in print—this is, if the print uses a single quotation mark followed by a double quotation mark, copy must be followed. Do not reverse the sequence. Example:

> As he left the room he said: 'My final selection on the program will be "Old Man River."'

2. Quotation marks are *never inserted* in copy. When quoted matter is indicated by a change in type such as italic or boldface, italics should be used. When quoted matter is indicated by a change in margins, a line should be skipped before and after the passage, and normal paragraphing and margins used. When a passage set off by blank lines appears in a type different from that in the regular text, italics should be used.

3. Any braille produced employing a computer for translation from print to braille need not comply with the rule as to dividing a word at the end of a line.

4. When an oblique stroke (slash) occurs between words and the words must be divided between lines, the hyphen should be inserted following the oblique stroke. Never begin a line with an oblique stroke. The slash or oblique stroke in literary braille is a one-cell sign, dots 3-4.

5. When writing sports scores or results of votes, use the hyphen, not the dash. In using the hyphen, the number sign is not repeated with the second number. The rationale behind this change is that, in references checked, either the hyphen or en dash is used with such numbers in print.

6. The space required after a natural pause with *and, for, of, the, with,* and *a* has been eliminated. In other words, these words in succession should be written together at all times unless punctuation or composition signs occur between them. Example:*

> (And)(with) that in mind, I'm certain the man I spoke (with)(a) day or so ago will work (with)(and) support us.

7. The space required after a natural pause with *to, into,* and *by* has been eliminated. Example:*

> As he paced (to)(and) fro, he was handed a message from his office that he was (to)go (by)(to)pick up the final report.

8. The contractions for *to, into,* and *by* may be preceded and/or followed by a capital sign or an italic sign. In other words, they can be both preceded and followed by the capital or italic signs. Example:*

> "(By)Jove! I'll prove that I can sing *(To)Each His Own.*"

*Pertinent contractions are shown in parentheses, and spaces are eliminated.

The changes have been compiled in both print and braille forms and are available free from the Braille Codes Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542. To request a copy, ask for "BANA Changes in *English Braille, American Edition,* No. 1," and indicate whether you want a print or braille copy.

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Update wants articles, photos

Update welcomes articles and photos concerning network library and volunteer agency activities. Articles should be double spaced and typed within a three and three-quarter inch wide column.

If you have an article or idea for an article and would like to discuss it with Publication and Media Section staff, call 800-424-8567. Articles and photos should be sent to Editor, *Update*, NLS, Library of Congress, Washington, D.C. 20542.

An Introduction to Braille Mathematics

Common problems in Exercise II

(This is the second article in a series that began in the last issue of Update.*)*

Example 9. The normal sequence of quotation marks is reversed occasionally in print. Until recently, the one-cell signs were always used in literary braille to represent outer quotation marks, and the two-cell symbols indicated inner quotation marks. As discussed in another article in this issue, that rule has been revised.

The Nemeth code does not specifically address the reversal of quotation marks. The purpose of this code, however, is to convey a clear conception of the print text. The code provides for a one-to-one correspondence between print and braille symbols. As a result, it is possible to produce an accurate transference from braille to print. Many students use inner quotation marks when transcribing example 9 in accordance with the intent of the Nemeth code. The literary braille rule change now means that inner quotation marks must surround the expressions in this problem.

Example 11. Two concepts must be applied when transcribing points in time. Each involves the use of a braille indicator.

The colon and the numeral 3 are represented by identical braille symbols. The punctuation indicator, therefore, must be used before a colon that follows a numeral.

The instruction manual outlines certain instances when the numeric indicator must not be used before a numeral that follows a punctuation mark. The comma occurring in a long numeral and the hyphen connecting a numeral to a preceding word or numeral are discussed in this respect. The colon is not mentioned. As required, the numeric indicator must be used when a numeral follows a colon in the absence of specific restrictions.

Example 19. The numeric indicator is required before a numeral that follows a minus sign when the minus sign follows a space, occurs at the beginning of a braille line, or is immediately preceded by a punctuation mark. Since this rule does not apply to numerals preceded by other signs of operation, many transcribers overlook its application in exercise preparation.

This rule may have been devised to avoid confusion for braille readers. If the numeric indicator were not used in the situations described above, a sequence of lower-cell characters would result. Some braille readers might have difficulty interpreting the symbols. A braille character that includes dots in the upper portion of the cell often serves as a point of reference so that the reader can distinguish surrounding lower-cell symbols more easily.

Example 47. Each ellipsis in the long numeral 1.141222 ... 2 ..., represents omitted digits. In this example, a space must precede and follow the ellipses. A space, therefore, separates the numeral 2 from the ellipsis before it. The numeric indicator must be used when a numeral is preceded by a space.

The long numeral should not be divided between braille lines. It can be accommodated in its entirety on line 2 of this example.

Paragraph following example 79. This paragraph illustrates an unitemized, explanatory portion of a text. Literary braille format must be followed; the paragraph must begin in cell 3 with runovers occurring in cell 1. Itemized material with no subdivisions precedes and follows the paragraph. Rule XII, section 32c, (1) of the *Code of Braille Textbook Formats and Techniques*, 1977 revision, outlines the general format procedures for exercises. The code indicates that a blank line should separate exercise material from the explanatory portion of the text preceding and following it.

Profiles

20-year volunteer

Telephone Pioneer Tom Stafford has been with the talking-book machine repair program for twenty years. Mr. Stafford began working as a Telephone Pioneer in 1960, when the Richmond, Virginia, area was selected as one of the sites for a pilot program.

He had done little volunteer work until approached by the chapter president and asked if he would attend a meeting with representatives from the Library of Congress and members of the Virginia Commission for the Blind to discuss the possibility of the Pioneers maintaining talking-book machines.

Their first task was to train Commission staff members, who visited patrons' homes, to perform minor repairs such as replacing needles and fuses. Mr. Stafford next enlisted the aid of another Pioneer, Wilbur Stone. Together they established a repair center for machines needing major repairs. They analyzed repairs, developed procedures, and began recruiting others.

Mr. Stafford's motivation is the satisfaction he receives in repairing machines to allow others to read. He repairs not only talking-book machines, but he says that he can repair "almost" anything. And he has lots of things to repair on the nineteen acres he lives on with his wife Helen in Midlothian, Virginia.

Haraway retires from Mile High Chapter

On June 30, Katherine E. Haraway retired as Braille Coordinator of the Mile High Chapter of the American National Red Cross in Denver, Colorado. Mrs. Haraway has been involved in community activities for blind people since 1955 when she happened to see some braille and became fascinated by it. She contacted the Mile High Chapter and began learning how to transcribe into braille.

After becoming certified as a braille transcriber by NLS in 1956, she began transcribing and thermoforming for the NLS collection. She has brailled insurance papers, cookbooks, a 4-H horsemanship manual, a calorie counter for diabetic, and textbooks. She also transcribed more than 200 hymns and church services for a young blind woman who went to her church.

In 1960 she joined "Parents of the Blind," to better understand the problems facing blind students. Together with this group, Mrs. Haraway brailled textbooks for the blind students who were trying to become integrated into the public school system. In 1966 she sponsored "Braille Teens," a group of blind teenage girls and their sighted friends. Joining the Colorado Federation of the Blind, she worked to find employment for blind people, took them for job interviews, read Civil Service exams to them, and provided the necessary braille translations for exams.

For the past fourteen years, the entire Haraway family has worked with a deaf-blind man from Holyoke, Colorado. They learned to communicate with him by writing on the palm of his hand. He has spent the past four Christmases with the family.

Mrs. Haraway was selected Outstanding Citizen of the Year in 1970 by the American Foundation for the Blind; elected to the *Denver Post* Gallery of Fame (1970-75); and received the "DIANA" Award (Distinguished International Academy of Nobel Achievement). She has also been honored several times by the Denver Chapter of the American National Red Cross.

Katherine E. Haraway

Update

200,000th Life Member

Henry Cordes, who has been a Telephone Pioneer since he retired from Southern Bell in 1957, became the 200,000th Life Member of the Telephone Pioneers of America. Mr. Cordes has held more than fifteen chapter and council offices and chaired committees for his Telephone Pioneer chapter.

His favorite Pioneer projects are those for blind readers. He has recorded books, brailled books for children, and repaired talking-book machines.

Hospital services in New Jersey

Hospital patients with temporary physical or visual limitations that make them eligible for talking-book services now have access to the talking-book program in the Middlesex, St. Peters, and John F. Kennedy hospitals. Initiated by Don Higgins, Volunteer Coordinator for Talking Books for Hospitals, the program works through the New Jersey Library for the Blind and Handicapped.

Several agencies and organizations work together on the project. Talking Books for Hospitals, Inc., raises funds for the purchase of mobile carts that are used to house the cassette players, recorded books, earphones, pillow speakers, and catalogs provided by the New Jersey Library for the Blind and Handicapped.

The carts are assembled by the Telephone Pioneers of Bell Laboratories in Piscataway, a volunteer service organization of Western Electric Employees. The hospitals involved recruit volunteers for the project, and members of Delta Gamma, a national service sorority, train the volunteers. Talking Books for Hospitals, Inc., has also donated a high speed duplicator to the Library, increasing the Library's capacity to produce cassette books.

Stuart Club

The Martin County Taping Studio in Martin County, Florida, records books and magazines for physically handicapped and blind readers. A nonprofit organization run primarily by volunteers, the studio decided in 1978 to upgrade its facilities to meet NLS standards.

With the help of Bill Bell, Dick Kupp, and Wally Gojanovich of the Stuart Club of the Telephone Pioneers of America, and Lou Bechtel, a retired iron worker, the studio met NLS standards in March 1979. The studio's first concern was to build two new sound reduction booths. To construct the booths, the studio's board of directors called on the Stuart Club members. The Club first worked with the studio in 1977 when the members began repairing talking-book machines.

After 700 hours of volunteer work, the four men completed the booth, saving the studio $6,000 in installation costs and enabling the studio to work directly with NLS.

Manual Alverez, President, Talking Books for Hospitals (TBH); James Hess, Equipment Committee, TBH; Janet Potter, Volunteer Training Coordinator, Delta Gamma; Don Higgins, Volunteer Coordinator, TBH; Dom Giorggio, Equipment Committee, Telephone Pioneers

READEX FICHE

Update

Volunteers master new skills

During the months of June and July 1980, certificates of proficiency in braille transcribing were awarded to 96 persons. Also, one certificate was awarded in braille proofreading. Five braillists achieved the even higher goal of certification in braille music transcribing.

BRAILLE TRANSCRIBERS

Arkansas
Christine Baldwin, Little Rock

California
Wanda Cope, Carmichael
Francisca Cushman, Walnut Creek
Rosemarie S. Fargo, Concord
Sharon Jah, Berkeley
Ruth Kramer, Los Angeles
Arlene Richardson, Concord
Susan K. Tanner, Mill Valley
Ruth C. Waite, Walnut Creek
Helen M. Willard, Los Angeles

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Kay Robinson, Colorado Springs

Delaware
Rosella R. Bonham, Wilmington

Florida
Hulbert G. Arnold, St. Petersburg
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Marlene Coleman, Starke
Margaret Collin, Seminole
Monte George, Seminole
Helen C. Green, Jacksonville
E. Leone Hime, Sarasota
Phyllis E. Howell, Sarasota
Muriel M. Lamb, South Pasadena
Carl A. Lembke, Largo
Mary G. Maxwell, Ocala
William C. McHenry, Lake Worth
Jean D. Newcomb, Ellenton
Mary Louise Perry, Jacksonville
Virginia Sidwell, Naples

Georgia
Iona L. Foreman, Atlanta
Susan Rae Neurohr, Atlanta

Idaho
Marilee Gross, Boise

Illinois
Sonja M. Swanson, Naperville

Massachusetts
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Suzanne M. Loughlin, Brockton
Juanita N. Mickeleit, Brookline
Ruth H. Negus, Auburn
Ethel Odato, East Longmeadow
Marie C. Slavin, Osterville

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Pauline Norman, Southfield
Marjorie D. Sullivan, Garden City

Minnesota
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Marion B. Ebert, Short Hills
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Ruth J. Heitzman, Saddle Brook
Beatrice C. Iannaccone, Whippany
Jared Moore, Chatham
Ann Nestor, Fair Lawn
Roberta I. Radcliffe, Fair Lawn
Meredith von Breitenfeld, Convent Station
Eleanor E. Webster, Livingston

New Mexico
Glenna K. Wilmot, Alamogordo

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Laura Carmona, Spencerport
Ann G. Castle, Fairport
John P. Ephron, Albany
Nancy H. Esmay, Rochester
Christina B. Giles, Painted Post
Terry A. Greunke, Rochester
Ruth Gulde, West Webster
Gladys Hamel, Painted Post
Vivian C. Holl, Homer
Paula J. Horn, Ontario
Mildred Kaplan, Brooklyn

Ellen K. Kimbrough, Rochester
Anita Marrocco, Ontario
Catherine McGuire, Rochester
Aileen Messina, Rochester
Judy Michael, Rochester
Joanne Moscarello, North Tarrytown
Bess Robins, Searington, Long Island
Irene Schnapp, Flushing
Allura Streb, Webster
Bernadine Vetuskey, Livonia
Ann T. Wynne, Utica
Sharon L. Yockel, Naples

North Carolina
Deborah Barnes, Raleigh

Ohio
Marcia Lynn Nelson, Norton

Oklahoma
Mary E. Hixson, Newcastle

Oregon
Betty J. Carson, Portland

Tennessee
Henry E. Cain, Nashville

Texas
William Dickerman, Houston
Mary S. Faires, El Paso
Ruth C. Jackson, Houston

Wisconsin
Valetta V. Boersma, Madison
Dixie B. Brightbill, Mt. Horeb
Vonna J. Johnson, Madison

MUSIC TRANSCRIBERS

Elinor H. Florack, Webster, New York
Lillian Perry, Westport, Massachusetts
Mary Schwartzbart, Chatsworth, California
Betty Sprints, Los Angeles, California
Kathryn Wise, Spencerport, New York

PROOFREADER

William Gupton, Zebulon, North Carolina

Braille music bibliography

For the certified literary braillist who is interested in studying braille music transcribing, but has a limited background in music reading and fundamentals, the following list of paperback titles and practice titles may be useful.

Basescu, Bernard. *Music Reading for Beginners (Self-Instructional Programmed Text)*, Presser, 1972. Designed for non-readers of music, it also contains valuable tips for reading improvement and exercises in both clefs with answer feedback.

Baker, Theodore, Ed. *Schirmer Pronouncing Pocket Manual of Musical Terms*, Macmillan, 1978. Concise and adequate for defining standard terms.

Dearborn, Norman P. *Word-Note Puzzles*, Pro Art, 1969. A series of four short books, one each devoted to the treble, bass, tenor, and alto clef. The books use the crossword puzzle concept to improve reading skills. The treble and particularly the bass clef volumes are recommended.

Rushford, George. *Essentials of Elementary Music Theory*, Rubank, 1965. Contains a short, but fine chapter on dynamic indications and tempo.

Whitney, Maurice C. *Background in Music Theory*, Macmillan, 1954. Recommended to the student for its chapters on meter and rhythm.

Also, some fundamentals, music symbols, and print practices are presented in the course text, *Introduction to Braille Music Transcription*, by Mary Turner De Garmo.

One of the most effective exercises for improving reading is practice in reading piano music. The student should select a work at his or her level of skill. Either with or without playing, read accurately and in correct rhythm the music of both staves through the entire work. This method affords valuable reading exposure.

For a general description of the background needed for the Library of Congress braille music transcription course, see Update, *March-April 1980, volume 3, number 4.*

Kamisar receives Mudge Award

Hylda Kamisar, Head of the NLS Reference Section, received the 1980 Isadore Gilbert Mudge Citation at the American Library Association national conference in July. The Mudge Award is given annually by the Reference and Adult Services Division to a person who has made a distinguished contribution to reference librarianship.

Frank Kurt Cylke, Director, NLS; Hylda Kamisar; Karen Renninger, Assistant Chief, Network Division

Since Ms. Kamisar came to NLS in 1967, she has developed a comprehensive working collection of reference materials that include circulars, factsheets, directories, bibliographies, and package libraries. Package libraries provide packets of information that include brochures, reprints of articles, bibliographies, and other current information.

The value of this reference service is shown through the increasing number of inquiries handled each year. In 1978-79 the Reference Section handled more than 21,000 inquiries. Most of the reference circulars are available for blind and physically handicapped patrons in braille or on flexible discs.

Ms. Kamisar has also conducted workshops on reference services to handicapped people at the National Conference of Librarians Serving the Blind and Physically Handicapped Readers, and at network libraries.

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for the Blind and
Physically Handicapped
The Library of Congress
Washington, D.C. 20542

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Update

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When there's a question

New NLS contact list

A reorganization of NLS functions and positions, designed to deliver services to patrons more efficiently, became effective last summer.

Volunteers may contact a different person, or the same person who may have a new title. Answers will be received more promptly if the correct name and title are used. All correspondence should be addressed to National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542.

Maxine B. Dorf, *Head*
Braille Codes Section
Responsibility. Answers inquiries relating to the rules of literary braille format, provides braille instruction materials, certifies braille transcribers and braille proofreaders.

Sandra D. Walberg, *Braille Music Advisor*
Responsibility. Answers inquiries relating to braille music transcribing, provides instruction material, trains and certifies in the braille music code.

Donna M. Pastore, *Braille Mathematics Advisor*
Responsibility. Answers inquiries relating to braille mathematics, provides instruction material, trains and certifies in the braille mathematics code.

Robert Kost, *Head*
Quality Assurance Section
Responsibility. Receives all completed volunteer braille transcriptions, proofreader reports, bound books, and master recordings for quality check before entering them into the NLS collection.

Priscilla Hayden, *Assistant Head*
Production Control Section
Responsibility. Assigns print books to volunteer literary-braille transcribers and to recording studios for narration. Processes invoices from volunteers, reimbursing transcribers and binderies for supplies used and reimbursing proofreaders for work performed.

Freddie Peaco, *Volunteer/Consumer Specialist*
Responsibility. Assists in services to individual readers and consumer groups, recommends volunteer groups to produce materials for readers and libraries, assists volunteer groups with organizational activities.

Suzanne T. Perlongo, *Head*
Music Section
Responsibility. Oversees all music-volunteer operations: assignment of music to copyists, transcribers, and proofreaders; processing of invoices. Music materials should be sent to the section, where they will be assigned to appropriate staff members for processing.

John Reiner, *Equipment and Materials Maintenance Coordinator*
Responsibility. Coordinates national machine repair program, conducts workshops, answers questions about equipment repairs, and distributes spare parts.

Bill West, *Audio Book Production Specialist*
Responsibility. Answers questions pertaining to narrating, monitoring, reviewing, master recording, high-speed duplication problems; selection, installation, and evaluation of sound booths; and all facets of developing and maintaining audio-book production and quality control management.

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Update

Volunteers master new skills

During the months of August and September 1980, certificates of proficiency in braille transcribing were awarded to seventy-seven persons. Also, one certificate was awarded in braille proofreading. Three braillists achieved the even higher goal of certification in braille mathematics transcribing and two braillists achieved certification in braille music transcribing.

BRAILLE TRANSCRIBERS

California
Nora I. Beers, Banning
Betty Broyles, Sacramento
Clover O. Fox, Laguna Hills
Rhonda Jo Garcia, Mill Valley
Dorothy I. Gillespie, Fresno
Margaret D. Laramie, Reseda
Susan Martin, Mission Viejo
Elizabeth M. Mason, San Anselmo
David F. McIntire, Yorba Linda
Marcia A. Mitchell, Burbank
Lucy B. Moore, Ontario
Margaret Sparling, Seal Beach
Mary Toliver, Laguna Beach
Petraea F. Trew, Moraga
Allegra Twombly, Tiburon
Ray C. Westman, Santa Cruz

Colorado
Katherine S. Gunts, Aurora

Florida
Audrey B. Abrams, Sarasota
Janet Bachmann, Maitland
Myrna Cohen, West Palm Beach
Libby Craig, Pensacola
Wesley E. Doll, Daytona Beach
Alice Doman, Gulf Breeze
Mary M. Garner, Pensacola
Joyce D. Hammond, Sarasota
Margaret Kothe, Sarasota
Tess Schwartz, West Palm Beach

Georgia
Kathryn E. Boe, Doraville
Judith Hershberger, Marietta
Peggy Lynn Nealey, Cartersville

Illinois
Arlene E. Weiss, Wood River

Indiana
Lillian Mae Brown, Terre Haute

Kentucky
Ruth Hedl, Louisville

Louisiana
Catherine L. Buck, Slidell

Massachusetts
John F. Aldrich, North Adams
Wynne MacLachlan, Hyannis
Marianne Marion, Holyoke
Alice R. Yerks, South Yarmouth

Michigan
Jeanne S. Anderson, Bloomfield Hills
Sheila Y. Gaddie, Southfield
Mary J. Hernandez, Union Lake
Betty Krentz, Saginaw
Helen M. Persons, St. Helen

Minnesota
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Mary Jo Westrum, Coon Rapids
Janice Zientara, St. Paul

New Jersey
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Margaret M. Roberts, Marlton

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Pauline Aiello, New Hartford
Anne Aponte, Rochester
Josie Berardini, Webster
Minnie I. Fenner, Brooklyn
Ruth E. Guthers, Rochester
Alice Katz, Flushing
Dolores G. Schaefer, Glendale
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Herbert L. Anderson, Lancaster
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Catherine B. McDevitt, Pittsburgh
Ruth C. Stoudt, Emmaus

South Dakota
Barbara C. Hopkins, Pierre

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Doris R. Potter, Holly Hill, Florida

MATHEMATICS TRANSCRIBERS

Von E. Eulert, Wichita, Kansas
Wilma L. Hane, Shalimar, Florida
Berenice Schneider, Cincinnati, Ohio

(An article about this new category of transcribers will appear in the January-February 1981 issue of Update.*)*

An Introduction to Braille Mathematics

Problems in Lesson 3

(This article is the third in a series that began in the July-August issue of Update.*)*

The Nemeth code has made specific provision for the transcription of five alphabets—English, German, Greek, Hebrew and Russian. These rules are outlined in Lesson 3. A detailed presentation of the rules governing abbreviations is also given.

Even though the instruction manual explains the basic principles of mathematics braille transcribing, the Nemeth code book remains the official reference source. The 1972 revision of the *Nemeth Braille Code for Mathematics and Science Notation* should be used extensively when studying the lessons.

Errata
The following printer's errors were found in Lesson 3. An asterisk (*) after an example indicates that the simulated braille is correct.

p. 29 When listing the names of the Greek letters, change *goph* to *qoph.*

p. 32, section 30a(6). There should be no spaces between the four letters. *

p. 32, section 30a(8). In print the *5* and the *sigma* should appear unspaced. *

p. 33, section 30b(4). There should be no space between the print *delta* and the *omega.* *

p. 33, section 30b(5). The five print characters should appear unspaced. *

p. 33, section 30c(1). There should be no space between each of the four letters and its respective punctuation mark. *

p. 33, section 30c(4). The German capitalized *teh* should be unspaced from the hyphen following it.

p. 49, exercise 3, example 9. There should be no space between the Greek letter *phi* and the period.

p. 50, exercise 3, example 43. A space should not appear in *st-coordinate.*

p. 51, exercise 3, example F. Change to read *3 lb 20 oz = 4 _____ 4 oz.*

Problems in Exercise 3

Example 39. Since this example is taken out of context, it is difficult for the student to determine that the mathematical expression illustrates mapping. A colon should be used in braille rather than the ratio sign in each instance.

Example C. The letters *l, w,* and *h* are not abbreviations. Each single letter is a variable. Since each single letter is followed by a sign of comparison, the English-letter indicator must not be used. Section 27f of the official code clarifies this point.

Example J. The period following the abbreviation *yr* applies to the abbreviation and ends the sentence. The presence of the period following the abbreviation *mi* gives the clue. According to section 51c of the official Nemeth code, the English-letter indicator must not be used before an abbreviation that consists of a single letter or a combination of letters corresponding to a short-form word if the abbreviation is followed by a period that applies to it. The

English-letter indicator, therefore, must not be used, even though the letters of the abbreviation also stand for the short-form word *your*.

Example M. The period following the abbreviation *yr* definitely ends a sentence. Since the abbreviation *km* is not followed by a period, one can conclude that the period does not apply to the abbreviation. Section 51b of the Nemeth code states that the English-letter indicator must be used before an abbreviation that consists of one letter or a combination of letters corresponding to a short-form word provided that the abbreviation is not followed by a period that applies to it. The English-letter indicator, therefore, is required in this example.

Example P. The period following the abbreviation *g* ends a sentence. It is not clear whether the period applies to the abbreviation. Section 51a of the Nemeth code requires that the period be regarded as applying to the abbreviation. The English-letter indicator must not precede the abbreviation in this example. Section 51c of the Nemeth code gives further clarification.

Milwaukee Pioneers honor machine repairmen

Information for this article was furnished by Lyal Lauersdorf, Telephone Pioneer Talking-Book Coordinator.

The Milwaukee Council of the Telephone Pioneers of America held a recognition dinner on June 26 for talking-book machine (TBM) repairmen and their wives. Seventy-three telephone company employees in Wisconsin are talking-book repair volunteers.

Helen Flynn and Dennis Kaluzny, past and present presidents of the Milwaukee Council, presented TBM recognition pins to each volunteer. Certificates of appreciation from the Library of Congress were presented by John Huber, assistant librarian, and Greg Rohn, tape technician, from the Milwaukee regional library. Mr. Rohn was appointed an honorary Pioneer for his help and support in the repair program.

The main speaker was John J. Carter, an attorney and former Milwaukee police officer who was blinded in the line of duty. He obtained his law degree through the help of the Volunteer Services for the Visually Handicapped and the talking-book program. Mr. Carter spoke of his personal experiences and gratitude for the program.

A breakfast meeting was held later in the summer for the machine repairmen unable to attend the dinner. Mary Leon Miller, regional librarian for Wisconsin, was made an honorary Pioneer at that time.

The Wisconsin Pioneers repaired 969 record players and 1,238 cassettes in 1979, for a total of 2,107 machine repairs.

Profiles

John B. Sinclair has been named Executive Director of the Massachusetts Association for the Blind. Mr. Sinclair has worked in the field of services to the handicapped for the past eight years as Coordinator of the New England Regional Center for Service to Deaf/Blind Children.

Volunteers of the Mississippi Library Commission, Service for the Handicapped, collected three awards at the volunteer fair conducted by the Governor's Office of Volunteerism. The awards went to Friends of Handicapped Readers, a group formed in 1979 to assist the Mississippi Library Commission in providing supplementary materials for the talking-book program; to the Capitol Life Club chapter of the Telephone Pioneers for their role in delivery and repairing talking-book machines; and to Claude Miller, who heads the Telephone Pioneer repair program, for his outstanding contributions to the running and maintenance of the repair shop. For more information on the Mississippi Telephone Pioneers, see the article on pages 6 and 7 of this issue.

Al Williamson, Friends of Handicapped Readers; Claude Miller and Harvey Tweedy, Telephone Pioneers

Margaret E. Stancil, Ernestelle as she was known to her co-workers, retired on July 25 with more than sixteen years of service with NLS. She began her career in the library as a braille instructor and was promoted to the position of Senior Braille Specialist in 1972, the position she held until retirement. In recognition of her excellent work, she received an outstanding performance rating and a quality increase in 1979.

Miss Stancil and her guide dog Lulu have moved to Raleigh, North Carolina, to be near friends and acquaintances. Her thorough and exacting work will be greatly missed by the staff of the Braille Codes Section and by braille transcribers and braille proofreading students throughout the country.

R. S. Morris, Jr.

R. S. Morris, Jr., a member of the Telephone Pioneers, was presented with a certificate by the South Carolina State Library for twenty years of service in the talking-book machine repair project.

Temple Israel Sisterhood Braille Committee received a Volunteer of the Year award during Volunteer Recognition Week in Memphis, Tennessee. The award was based on transcribing more than 2,000 braille pages in 1979 alone.

Betty Epstein, Past President of the National Braille Association, has been chosen to serve as the NBA representative on the U.S.-U.K. Liaison Committee. Established by the Braille Authority of North America, the committee's charge is to identify differences between American and British literary codes and to reach compromises designed to eliminate the differences. Other members of the committee are George Gore, representing the Association for Education of the Visually Handicapped; Ralph McCracken, representing the American Printing House for the Blind; William Milton, representing the Canadian National Institute for the Blind; and Richard Evensen, Project Coordinator for NLS.

Temple Beth El Sisterhood Braille Bindery has expanded its facility and can now accept additional manuscripts for hard-cover binding, both handcopies and thermoform. Address correspondence to Temple Beth El Braille Bindery, 7400 Telegraph Rd., Birmingham, Michigan 48010.

Exercises in Braille, Amended

Approximately a year ago certified braillists who are teaching classes in braille transcribing were provided with copies in correct form of the eighteen exercises from the *Instruction Manual for Braille Transcribing*. Some changes in the official braille code, *English Braille, American Edition,* were adopted by the Board of the Braille Authority of North America on April 2, 1980 and went into effect October 1, 1980. These changes must be reflected in the transcription of the exercises. Braille teachers are requested to make the necessary changes in their copies.

The following will outline precisely where changes are to be made by exercise and numbered item within the exercise:

Exercise Two

36. ' "Give me a home run or give me a triple" is my motto,' ... (Quotations are copied as they appear in print.)

Exercise Three

19. Will you ask (for)(and) pay my bill ... (*for* and *and* joined)
20. The man I spoke (with)(a) week ago ... (*with* and *a* joined)
29. The Vandyke girls will travel (with)(and) amuse ... (*with* and *and* joined)

Exercise Seven

5. (By)July 1, he will be ready ... (*By* contracted and joined)
7. From the radio issued the voice of a crooner pouring his heart and soul into "(*To*)Each His Own." (*To* contracted and joined)
16. He was engrossed in reading A TRIP (TO)THE MOON ... (*TO* contracted and joined)
17. The motto he lives (by)is ... (*by* contracted and joined)
18. The strikers refused to let anyone go (into)or out of the plant. (*into* contracted and joined)
19. The ship hove (to)a few miles ... (*to* contracted and joined)
20. He sat on the edge of the raft lazily swinging his legs (to)(and) fro. (*to* contracted and joined)
21. His analysis is, (by)(and) large, the

most convincing . . . (*by* contracted and joined)

Exercise Thirteen
11. With ⅔ of the precincts already reported, the Governor leads his nearest competitor 189,769-160,323, though he had been given less than a 50-50 chance of winning by the pollsters. (Hyphen instead of dash is used in both instances, which negates the repetition of the number sign.)
12. After 15 innings, the two teams were still deadlocked 3-3. (hyphen and no repeated number sign)

Exercise Fourteen
6. (Precede each of the three excerpts with a double italics sign, and close the italics with the word *made*.)
14. (Use single quotation marks as shown in the print copy.)
19. The gift of money is (*to*)*be spent,* not hoarded. (Both *to* and *be* require the italic sign, *to* is contracted and joined, and the contraction for *be* is sacrificed.)

There are changes, of course, to be made in the supplement of *Drills Reproduced in Braille,* and some sections of the instruction manual are now obsolete. These will be dealt with as soon as possible.

Copies of the amended sections of *English Braille, American Edition* are available on request in both braille and print from the Braille Codes Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542.

Telephone Pioneers

Machine repairers are also machine makers

Material for this article was furnished by Rose Cipriano, Chairman of Volunteers for Service to the Blind, Essex Chapter, American Red Cross.

Members of the Mississippi Chapter of the Telephone Pioneers of America repair talking-book equipment. They also do much more. They devise, build, and maintain equipment to help students attending schools for the handicapped function as normally as possible.

Members of the Capitol Life Members Club of Jackson have made many trips to schools and residential centers for children who are blind, deaf, disturbed, or have motor handicaps. They keep the equipment in good repair—from simple devices like braillers to complex mechanisms like group hearing aids. When they discover situations where new devices might help, they build them.

Several items have been developed to encourage speech. Scamper, the climbing squirrel designed by Don Swarthout of Biloxi, utilizes amplifiers found on telephone receivers. When someone speaks into the receiver attached to Scamper, the amplifier transmits the voice impulses through a relay to activate the motor, which causes the squirrel to climb the tree. When the voice stops, Scamper goes back to the base of the tree. Deaf children can see the results of the voice, even if they cannot hear any sound. Scamper is also used with emotionally disturbed children who do not speak, and stimulates them into wanting to make sounds.

Toy tigers and specially designed race tracks are two other aids to encourage speech. The tiger has eyes that light when someone speaks into its receiver. The race track, with two cars and two receivers, allows children to compete. The more a child speaks, the faster and farther the car will go. This encourages the child to try to make a continuous flow of speech.

From the parts of old pinball machines, the Pioneers have built a device for communication with children who cannot speak and have little muscular control. The Elcode machine consists of a board with panels and a set of interchangeable cards. Each panel has a light beside it that will light up in sequence. The teacher sets up the cards, then begins the lighting sequence by remote control. The student answers the

Telephone Pioneers Claude Miller and Jack Thomas demonstrate the voice-activated racetrack.

Scamper (above) climbs his pole in response to the voice of Edna Meek, Volunteer Coordinator (above right).

teacher's question by stopping the lights at the correct card, using another remote control.

Children at Willowood Developmental Center and various elementary schools no longer have to stand on street corners to learn about changing traffic signals. Telephone Pioneer Claude Miller, after observing the street-corner lessons, made a traffic light with operating controls for use in classrooms.

Blind children have traditionally been excluded from the fun of Easter-egg hunts. Mr. Miller has helped to bring egg hunts to the State School for the Blind. The Pioneers took the plastic eggs from Leggs hose and put beepers inside. Now blind children hunt for eggs with their ears.

The Mississippi Pioneers are entirely self-supporting. In the decade from 1969-1979 the Capitol Life Members Club alone donated more than 14,755 hours to Mississippi's regional library.

A young patron listens to chirping Easter egg.

Audio art

Monitors provide skills, supportive environment

In the production of master tapes for talking books, the monitor has many responsibilities. The ones most frequently mentioned are: correcting mispronunciations, verifying that the text is being read as printed, working with the narrator to achieve an artistic recording, and insuring a clean sound track recorded at the proper level.

One aspect of a monitor's work that is often overlooked is the supportive atmosphere the monitor should create for the narrator. It is the narrator's voice that is recorded, but the monitor can do much to influence the quality of the recording.

A monitor must become involved in the recording process in a positive way. Proper monitoring involves more than stopping the narrator for mistakes. It requires the monitor to see the book through the narrator's eyes, understand the problems it presents, and help the narrator deal with those problems.

Studio personnel sometimes talk about how boring, badly written, or generally unenjoyable a book is. Although this practice seems harmless, it often leads to a consensus that because a book is not a personal favorite, it doesn't matter if the recording of it is done poorly. This attitude is unprofessional. Personnel should realize that the book will appeal to its targeted audience.

No matter what the quality of a book, a narrator identifies with it and feels responsible for it. Hearing from the monitor how boring a book is cuts at a narrator's confidence and removes the supportive atmosphere necessary for a narrator's best work.

It is particularly important for the monitor to praise good work on the part of a narrator. No matter how talented and experienced a narrator may be, his or her work always benefits from the judicious use of compliments. Positive remarks about how a particular passage was handled or how well a session went do much to enhance a narrator's confidence. When confident, a narrator is relaxed and capable of superior work.

Update

Letter from a librarian

Volunteers in Alaska

Last spring as I was planning a volunteer recognition day, it suddenly occurred to me that our very informal recording program had grown up. The years of slow, steady work, building lists of volunteers, developing community contacts, setting up and revising procedures had developed our loose-knit group of volunteers into a successful program. As with most efforts, this program is successful due to the cooperative efforts of all involved.

Happy volunteer narrator Lynn Viehmann with Mary Jennings, Alaska librarian.

The volunteers themselves are a varied group—lawyers, administrators, typists, students, and businessmen. Besides recording books on demand, volunteers are producing titles for our Alaskana collection, regularly reading the editorial pages of local newspapers, and recording various newsletters and brochures of interest to our patrons.

It is especially nice to have a patron call and request more Alaskan books because "the narrator did such a fine job."

The photo was taken one Saturday as Lynn Viehmann was recording the *Arts in Alaska* newsletter. Lynn has a nonstop interest in the arts and her enthusiasm shows in her reading and her willingness to crowd into a small booth, wheelchair and all.

Our goal for next year? More, more, more of the same.

Mary Jennings, Librarian
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